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LIVING AND LEARNING

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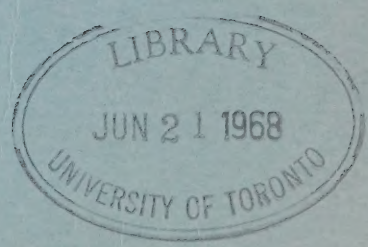
REPORT OF

THE PROVINCIAL COMMITTEE

ON AIMS AND OBJECTIVES OF EDUCATION

IN THE SCHOOLS OF ONTARIO

1968



L I V I N G A N D L E A R N I N G

(Report Summary)

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THE REPORT OF THE PROVINCIAL COMMITTEE ON AIMS AND
OBJECTIVES OF EDUCATION IN THE SCHOOLS OF ONTARIO.

This is a summary of the Report presented to
the Minister of Education.

A condensed edition in French is also available.


To the Honourable William G. Davis,
Minister of Education for the Province of Ontario.

Sir:

We, the members of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, appointed by Order-in-Council OC-2122/65, dated the 10th day of June, 1965, to inquire into and report upon the means whereby modern education can meet the present and future needs of children and society within the terms of reference set forth in that Order-in-Council, now submit our Report.

We also tender herewith studies commissioned by us in several fields of special interest, as well as other reports and documents used by us, in the belief that these contain significant observations, information, and insights in the matters dealt with, and which should be studied as companion documents to our Report. Copies of these documents are being deposited in the Legislative Library and in the Library of the Ontario Institute for Studies in Education.

Provincial Committee on Aims and Objectives
of Education in the Schools of Ontario.



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The Order-in-Council

Copy of an Order-in-Council approved by His Honour the Lieutenant Governor, dated the 10th day of June, A.D. 1965.

The Committee of Council have had under consideration the report of the Honourable the Minister of Education, dated the 10th day of May, 1965, wherein he states that,

WHEREAS it is deemed expedient to revise the courses of study for children in the age group presently designated as Kindergarten, Primary and Junior Divisions.

AND WHEREAS it is deemed expedient to appoint a Provincial Committee to make a careful study of the means whereby modern education can meet the present and future needs of children and society.

The Honourable the Minister of Education therefore recommends that there be established a Provincial Committee on Aims and Objectives of Education in the Schools of Ontario for the purposes hereinafter mentioned:-

to identify the needs of the child as a person and as a member of society

to set forth the aims of education for the educational system of the Province

to outline objectives of the curriculum for children in the age groups presently designated as Kindergarten, Primary and Junior Divisions

to propose means by which these aims and objectives may be achieved

to submit a report for the consideration of the Minister of Education.

That the Committee be empowered to request submissions, receive briefs and hear persons with special knowledge in the matters heretofore mentioned.

That the Committee be empowered to require the assistance of the officials of the Department of Education, in particular members of the staff of the Curriculum Division, for such research and other purposes as may be deemed necessary.

That members of the Committee be empowered to visit classrooms in the schools of Ontario, by arrangement with local school systems.

The Committee of Council concur in the recommendation of the Honourable the Minister of Education and advise that the same be acted on.

Certified,

J.J. Young,
Clerk, Executive Council.

Foreword

The Provincial Committee on Aims and Objectives of Education in the Schools of Ontario began its work in June, 1965. At its initial meeting the Committee decided to invite the submission of briefs by interested organizations and individuals. A total of 112 briefs was received. Public hearings were held in Ottawa in December, 1965, and in Sudbury and London early in 1966, and several public hearings were held in Toronto during 1966 and 1967. The Committee also heard presentations by experts, commissioned research studies, and visited schools, institutions, colleges of education, and universities in several educational jurisdictions. Answers to many problems were found by studying innovations already implemented in the schools of Ontario and other provinces. The Committee sent teams to study the educational systems and programs in many parts of the United States and in several countries in Europe and the Orient. It derived much help from these comparative education visits. Meetings were held regularly to complete the study and write the Report.

In its terms of reference the Committee was instructed "to set forth the aims of education for the educational system of the Province" and to propose means by which these aims might be achieved. The Committee found evidence that formal statements of aims have had little effect on educational practices in the past. Of four Royal Commissions that have reported on education in their respective provinces of Canada during the past eight years, only one published a separate chapter on aims. The recent report of the Central Advisory Council for Education in England has a four-page chapter on aims but indicates a preference for a pragmatic approach to the purposes of education; it implies that individual teachers might better define their own aims. Some philosophers believe that aims are inherent in the educational process and in fact often arise from it, and that the school program itself provides the best evidence of the aims and objectives of any educational system.

This Report has been designed to communicate the Committee's viewpoints, findings, and recommendations in a manner which reflects the philosophy of the Committee. It contains a commentary on the aims of education, but it does not include a formal statement of aims. The aims and objectives of education are an intrinsic part of the proposed educational process, and are inherent in the very spirit of the Report. The reader will discover that children are the focus of attention as the panorama of their new world of learning unfolds throughout the pages of this book.

The children who enter the schools of Ontario during the next few decades will spend most of their lives in the twenty-first century. If the current rate of social, economic, and technological change is maintained in the years ahead, the educational process will need continuing reappraisal, and school programs will have to be designed to respond accordingly.

MR. J. K. CROSSLEY
(Willowdale)

Associate Superintendent of Curriculum, Ontario
Department of Education. Former school principal.
Formerly school inspector, Welland County. Former
District Chairman, Ontario Public School Men
Teachers' Federation.

The Committee

The Committee's membership was drawn from various geographic areas of the province; it was representative of a wide variety of occupations and interests, and included five members of the teaching profession, who were nominated by the Ontario Teachers' Federation. Unfortunately, the Committee lost the service of four of its original participants. Sister Stanislaus, formerly Supervising Principal of the Peterborough Separate School Board, died while attending a Committee conference in October, 1965. Mr. R.H. Field, Assistant Superintendent of Curriculum, Ontario Department of Education, resigned his position as Secretary of the Committee in December, 1965, to accept the position of Assistant Superintendent of Schools in Windsor. Dr. F.B. Rainsberry, Network Supervisor of School Broadcasts and Youth Programming of the Canadian Broadcasting Corporation, withdrew from the Committee when he moved to Israel in September, 1966, to organize its educational television service. Mr. M.B. Parnall, Director, Program Branch, Ontario Department of Education, was inactive because of illness during the last year of the Committee's work. New appointments were made and the membership of the Committee in 1968 is shown on these pages.

As this Report went to press, the Committee learned with deep regret of the passing of Maxwell B. Parnall. His strong faith in the human spirit and his unswerving loyalty to the cause of children and their education provided initial inspiration for the Committee and helped to establish, at the very outset, the direction that our study has taken. Such benefits to children that may stem from this Report will serve to reflect the contribution to education in Ontario made by this dedicated and selfless public servant.

MR. JUSTICE E.M. HALL
(Ottawa)

CO-CHAIRMAN of the Committee.
Justice of the Supreme Court of Canada.
Former Chairman, St.Paul's Separate School District, Saskatoon.
Recently Chairman of the Royal Commission on Health Services.

MR. L.A. DENNIS
(Toronto)

CO-CHAIRMAN of the Committee.
Formerly school principal.
Secretary and Research Director of this Committee, 1966.

MR. D.W. MUIR
(Hamilton)

DEPUTY CHAIRMAN of the Committee.
Assistant Personnel Manager of the Steel Company of Canada Limited.
Former member of the Hamilton Board of Education and of its Advisory Vocational Committee.
Honorary President of Ontario Business and Commerce Teachers' Association.

DR. G.W. BANCROFT
(Toronto; New York)

Associate Professor of Education at Fairleigh Dickinson University, New Jersey.
Formerly teacher, Forest Hill Collegiate in Toronto.
Former Chairman of Professional Development Committee for District 15 of the Ontario Secondary School Teachers' Federation.

MR. E.J. BRISBOIS
(Toronto)

President of Challenger Manifold Corporation Ltd.,
President of the Metropolitan Educational Television Association.
Executive President of the English Catholic Education Association of Ontario, and
Chairman of the Management Committee of the Metropolitan Separate School Board.

MR. E.J. CHECKERIS
(Sudbury)

General Manager and Treasurer of the Wahnapiatae Lumber Company Ltd.
Past President of the Ontario Junior Chamber of Commerce and of AHEPA (Greek Men's Association). Third Vice-President, Sudbury Chamber of Commerce. Chairman of Sudbury District School Area #2. Chairman, Sudbury Division, Interim School Organization Committee.

MR. J.E. DUFFIN
(Thorndale)

Poultry and livestock farmer. Reeve, West Nissouri Township.
Member, Middlesex County Consultative Committee on Education.

MR. M.J. FENWICK
(Agincourt)

Assistant to the Director of District 6, United Steelworkers of America.
Vice-President of the Ontario Federation of Labour. Member of Metropolitan
Toronto Advisory Committee on Manpower Training. Editor of The Miner's Voice.

DR. REVA GERSTEIN
(Don Mills)

Psychologist. President of the C.M. Hincks Treatment Centre.
Immediate Past Chairman (National) of the Canadian Council on Children and Youth.
Member of the Committee on University Affairs.

MR. R.E. INGALL
(Peterborough)

Master at Peterborough Teachers' College.
Formerly school principal. Former Chairman of the Ontario Teachers'
Federation Curriculum Revision Co-ordinating Committee.

DR. J.F. LEDDY
(Windsor)

President and Vice-Chancellor of the University of Windsor.
Formerly Vice-President of the University of Saskatchewan. Recently served
as National Chairman of World University Service of Canada, and of Canadian
University Service Overseas. Vice-Chairman of the Canada Council. Author of
The Humanities in an Age of Science and The Humanities in Modern Education.

SISTER ALICE MARIE, C.S.J.
(London)

Supervising Principal of the London Separate School Board. Member of the
Board of Directors, English Catholic Teachers' Association, and of the Curriculum
Study Committee, Ontario Teachers' Federation.

MR. G.A. NASH
(Welland)

Barrister-at-law. Queen's Counsel. Senior partner of Nash, Tolmie and Johnston.
Former Chairman of the Welland County Mental Health Association and the Welland
Board of Education. A Director of the Greater Welland Chamber of Commerce.

MR. M.P. PARENT
(Ottawa)

Public accountant. Former trustee of the Ottawa Separate School Board and
former Chairman of the Collegiate Institute Board of Ottawa. Past President
of United Appeal of Ottawa and of Les Scouts Catholiques d'Ottawa

MR. M.B. PARNALL
(Toronto)

Director of the Program Branch, Ontario Department of Education. Former teacher.
Formerly master on staff of Toronto Teachers' College and Principal of North Bay
Teachers' College. Former Superintendent of the Curriculum Branch, Department
of Education. (Inactive after May, 1967, because of illness. Deceased, April, 1968.)

DR. C.E. PHILLIPS
(Willowdale)

Retired Director of Graduate Studies, Ontario College of Education, University of
Toronto. Former Executive Secretary and President of the Canadian Education
Association. Author of The Development of Education in Canada.

MISS OLA REITH
(St. Thomas)

Co-ordinator of Guidance and Special Services for the St. Thomas Public Schools.
Past President of the Federation of Women Teachers' Associations of Ontario.
Member of the Curriculum Co-ordinating Committee and Chairman of the Reading
Sub-Committee of the Ontario Teachers' Federation.

DR. M.G. ROSS
(Toronto)

President of York University. Formerly Vice-President and Vice-Chancellor of the University of Toronto. Fellow of the American Sociological Association. Author of Community Organization: Theory and Principles; The New University; New Universities in the Modern World.

MR. LEOPOLD SEGUIN
(Timmins; Cornwall)

Teacher, St. Albert School, Cornwall. Formerly teacher College Sacre Cœur in Timmins. Member of L'Association des Enseignants Franco-Ontariens, and of the Social Science Committee of the Ontario Teachers' Federation.

MRS. R.W. VAN DER FLIER
(Port Arthur)

Housewife. Trustee, Port Arthur Board of Education. Formerly a Director of the Ontario School Trustees' and Ratepayers' Association. Former nurse.

MRS. J. WOODCOCK
(Huntsville)

Housewife. Trustee, Huntsville Board of Education. Formerly a member of the Huntsville Public Library Board. Former teacher.

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DR. E.J. QUICK
(Toronto)

SECRETARY and RESEARCH DIRECTOR of the Committee, 1967-68.
Assistant Superintendent of Curriculum, Ontario Department of Education;
on loan to the Committee.

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MR. H.G. HEDGES
(Burlington)

CO-ORDINATOR of RESEARCH and PRODUCTION for Committee. Principal, Hamilton Teachers' College; on loan to the Committee.

The Truth Shall Make You Free

The underlying aim of education is to further man's unending search for truth. Once he possesses the means to truth, all else is within his grasp. Wisdom and understanding, sensitivity, compassion, and responsibility, as well as intellectual honesty and personal integrity, will be his guides in adolescence and his companions in maturity.

This is the message that must find its way into the minds and hearts of all Ontario children. This is the key to open all doors. It is the instrument which will break the shackles of ignorance, of doubt, and of frustration; that will take all who respond to its call out of their poverty, their slums, and their despair; that will spur the talented to find heights of achievement and provide every child with the experience of success; that will give mobility to the crippled; that will illuminate the dark world of the blind and bring the deaf into communion with the hearing; that will carry solace to the disordered of mind; imagery to the slow of wit, and peace to the emotionally disturbed; that will make all men brothers, equal in dignity if not in ability; and that will not tolerate disparity of race, color, or creed.

This above all is our task; to seek and to find the structure, the organization, the curriculum, and the teachers to make this aim a reality in our schools and in our time.

We stand today in the dawn of our second century and assess the field of future education. Surrounded by the greatest array of learning paraphernalia we have ever seen, and immersed in new knowledge, we must not lose sight of the human needs that the new dawn brings. We are at once the heirs of the past and the stewards of the future, and while we take pride in our inheritance, we can ill afford to bury our talents in the soils of satisfaction. We have in our hands means of change for human betterment that few people of the world enjoy. We must find a way to their application that will germinate the seeds of a more fruitful way of life, not only for the people of Ontario but for all Canadians; and hopefully the harvest will make its contribution to all mankind.

Seen in this light, ours is no vision of education for a provincial priority or traditional national pride, but for the good of all men. It is a vision of greatness and dignity for the individual through the exercise of public and private responsibility. At no time in our history have we had a better vantage point from which to view the role of Canadians in the affairs of man. Perhaps, too, no better opportunity has been offered to transcend the ordinary conditions of our free society and reach a new plateau of human commitment to the common good.

There is no country in the world where there are fewer impediments to the good life for all. We have an opportunity to build here upon the northern half of this continent a nation of educated and healthy people. Nature itself favors such a possibility. While climatic conditions in the northern areas are often forbidding, the country as a whole is singularly free of those uncontrollable hazards to be found in so many parts of the world. It is for us so to organize our resources in harmony with our favored situation that Canada may become a showplace of man's humanity to man. We will rightly stand condemned by history if we fail to provide what our people need and what our resources and our know-how make readily possible.

A principle which has dominated our thinking is that money and effort spent on education is money and effort well spent; an investment in human resources that will pay handsome dividends not only in terms of economics but in human happiness and well-being. It is an investment in which all young people of Ontario must have the opportunity to participate.

The child's right to the best education available is now universally recognized. It is an entrenched right which no one would dare to challenge. It is now beyond question that all our young people must be better educated and more fully and competently trained if Canada and Ontario are to survive in this highly competitive age of electronics, specialization, and automation.

Dr. Egerton Ryerson, the architect of public education in Ontario, built a system which has worked well and which has been of immense benefit to the people of Ontario and to other parts of Canada in the first hundred years of Confederation. Fragmentary changes have been made from time to time in the system, but basically no vital or fundamental change has been made in the intervening century nor was there any pronounced demand for drastic change or replacement until the postwar period.

The people of Ontario have good reason to be proud of their efforts put forth in the cause of education in the past. Indeed, in certain aspects Ontario has, from time to time, been in the forefront of educational progress.

Today, on every side, however, there is heard a growing demand for a fresh look at education in Ontario. The Committee was told of inflexible programs, outdated curricula, unrealistic regulations, regimented organization, and mistaken aims of education. We heard from alienated students, frustrated teachers, irate parents, and concerned educators. Many public organizations and private individuals have told us of their growing discontent and lack of confidence in a school system which, in their opinion, has become outmoded and is failing those it exists to serve.

Education is being given prime consideration throughout the world for what it can do in furthering peace and unity. We felt this emphasis everywhere we went in our survey and scrutiny of other systems. In Canada, Ontario has a major responsibility by virtue of its geographic position, its size, its population, and its wealth to give leadership in many facets of education not only academically, aesthetically, and vocationally, but in bringing into harmony the two founding peoples with themselves and with those from other lands who have chosen to be Canadians. Moreover, the province has a special responsibility to espouse the needs and aspirations of our Indian citizens, and to foster the dignity of a heritage that is rightfully theirs.

History has made the English and the French the original nation-builders of this half-continent. Common sense and the national interest demand that this fact be accepted without reservation and made the instrument whereby a country unique in this respect may shine before the world as an example of what should be a worldwide ideal.

History has played a decisive role in shaping Canadian society. Unlike the United States, we did not make a sharp revolutionary break with the past. We determined to build our nation through an evolutionary movement upon the irrevocable recognition that French and English were here as a fact of history: in consequence we accepted as part of the evolving social fabric a dual pattern of the common law and civil law and of ethnic, regional, and sectarian interests. This is surely the more difficult of the two roads to nationhood and is as much a noble experiment as the road chosen by our southern neighbor.

It is something to work for, this social fabric; for it must embrace not only our founding cultures, but those that spring from many other ethnic roots. It must know no provincial boundaries, nor exclude any Canadian whatever his origin from its protective shield. Above all, it must not require the melting pot of uniformity. Our search for agreement within diversity, although slow and difficult, serves to protect us from the many pressures of conformity with which technology assails us. In this opportunity to resist the melting pot of uniformity lies our greatest hope of survival as a nation with distinct characteristics of our own - not in imitation of England, the United States, or France, but with characteristics which will serve as examples to nations old and new which themselves have cultural and language problems. Ontario has a major role, perhaps a decisive one, in holding Canada together, and its educational system has a prime responsibility and opportunity in this field.

Furthermore, equal to, or of perhaps greater importance than, its contribution to the development of Canadian unity, is the educational value of acquiring an additional language as a communicative tool to reach people better. No other learning experience brings home so well to the learner the distinction between words and the ideas for which they stand; a salutary lesson both for the child who is learning to read, and for the intellectual to whom language can become an end in itself.

Ontario, through its educational system, has the opportunity to cement the partnership between English-speaking and French-speaking Canadians. The time is opportune for our educational authorities to say to all Canadians that French is not a foreign language in Ontario schools. Notwithstanding the difficulties of administration and personnel now existing, all boys and girls in the schools of the province must be given the opportunity of becoming conversant with both English and French so that in the next generation our citizens may be competent to communicate freely with their fellows of the other tongue in Quebec or elsewhere. If this is part of the price of national unity then let Ontario pay it gladly, for, in so doing, it will not only do justice to all citizens, but its people will also reap rich dividends culturally and economically, far beyond the cost in facilities and personnel needed to accomplish this result.

What principles, then, should govern our considerations and guide us to conclusions and recommendations? We may with faith and reliance turn to The Universal Declaration of Human Rights of the United Nations for assistance. Regarding education, Article 26 of the Declaration says:

- "1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

- "2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- "3. Parents have a prior right to choose the kind of education that shall be given to their children."

With these we accept the concept that every child in Ontario is entitled, as of right, to the opportunity of access to the educational and training facilities for which his talents qualify him; that no condition of race, religion, language, or background shall be allowed to impede his progress to full citizenship in all its plenitude.

In shaping the program of the future we must avoid by every means within our power the perpetuation of classes of citizenship, some of which will be inferior primarily from lack of economic opportunity or geographic location, and unable to participate to the full in the fruits of education and training.

We are fully aware that education in Canada is first and foremost a provincial responsibility. That does not mean or imply that the Federal Government has no interest or responsibility in the field. It has a vital interest in co-operation with the provinces to see that adequate resources are available in all provincial areas. Only by so doing will educational opportunity be equalized throughout the nation. Likewise in this era, when the price of education is totally beyond the resources of local communities, the Province must assume an ever-increasing responsibility for educational costs, for in no other way can equality of opportunity through education become a fact and not merely a slogan to Ontario's children.

The foundation of education in Ontario was the one-room school. With all its limitations, this historic structure was the source of ambition and initiative for many of the men and women who brought Ontario to its present eminence. Dedicated and underpaid teachers labored in loneliness and often in isolation to make the system work, and they deserve our gratitude. Equal in service have been the local school boards. Small in size and great in number, they have contributed in responsible trusteeship what their teachers have given in academic service.

But the small school and the local school board have outlived their day. The complexities of modern education demand larger units of instruction and administration. More sophisticated facilities, increased costs, greater urbanization, requirements of industry, and improved methods of travel and communication, and many other factors have made obsolete the small school and the small unit of organization.

Much has already been done in this regard. The number of school boards in Ontario has been reduced from 5,600 in 1945 to 1,600 in 1967, and a program for dramatic further consolidation has recently been announced. New schools, reflecting the latest developments of architecture and learning devices, and accommodating students from widening community areas, are appearing throughout the province.

Such changes in accommodation and administration are inevitable if the system of education is to provide all students with access to the numerous and varied aids to learning that are now available. The changes will make great demands. They will require an expansion of local loyalties, a high degree of co-ordination among the agencies administering services, and a diversity of those services according to the needs of particular environments. But only in meeting such demands can education offer the reward of equal opportunity to all the students in Ontario's schools.

The Province of Ontario is committed to a public tax-supported system of non-confessional and Roman Catholic separate schools. This two-fold system was in existence prior to Confederation and was written into The British North America Act as a condition of that union. Unless the constitution is changed, this is the pattern that will continue. That being so, it is imperative that the needs of all children in Ontario be justly served in the spirit of co-operation, understanding, and good will that is increasingly noticeable in Ontario today.

Education in Ontario was preoccupied initially with the academic field. Little by little the growth of industry and the results of the industrial revolution brought the school into the fields of vocational and technical education. Today in the full flood of industrialization and automation these elements assert an importance to all educators and administrators as vital to the growing boy and girl as the older disciplines. The new curriculum must therefore give full effect to these requirements in such a way that no boy or girl will be without a suitable place for learning. The curriculum must be structured so as to give the pupil headway in those subjects or activities in which he can fulfill himself, even though unable to make progress in all the disciplines. Provision must also be made for the student to re-enter various studies as he may wish, if competent to do so. Decisions to shift emphasis from the academic to the commercial or technical should not be made too early in a child's school program or in an arbitrary manner. Competent counselling and consultation with parents and guardians when this decision is made are of prime importance. The welfare of the individual child must be paramount in making decisions, and no stereotyped attitude, or condition of class, economic status, or environment should prejudice such decisions.

It must be recognized that there are many children who have special gifts in music or art or drama, but who have no particular interest in the sciences or mathematics or other academic disciplines. The curriculum must provide for their progress and for graduation with emphasis in their specialties. These children cannot be branded as failures by the fact that their talents lie in special areas rather than in the traditional disciplines.

There are the retarded and the slow learners who must also be accommodated by the curriculum so that when they have emerged from their school experience, they will have matured and learned as much as their capabilities permit in an atmosphere of self-respect and dignity, and without the stigma of failure. Their transition from the academic to another area of learning must be accomplished without detrimental effect.

In earlier days, the education and training of the child with special disabilities was, by and large, left to the parents. Time and an awakening public consciousness brought about a demand that all children with such disabilities receive adequate education, and that it should

be provided by the state. It was also realized that certain of those with disabilities, once given adequate educational opportunities, could achieve heights of accomplishment culturally and economically as rewarding as those of other children. Schools for the blind, the deaf, and the crippled were established. Later, provision was made for the education of the retarded and the emotionally disturbed. However, with some exceptions, those special schools were slow in development, particularly the schools for the deaf and the retarded, and they lagged far behind in research and teacher training, and became detached from the mainstream of educational progress.

All of these areas which come within the designation of 'special education' assume a greater importance as time goes on. The advances of science, the wonder drugs, better housing, and the influence of the affluent society contribute to a much greater proportion of all such children attaining school age and adulthood. These children are entitled to the same measure of opportunity as their more fortunate brothers and sisters. The neglects of the past must now be remedied, and heroic efforts, if necessary, must be made to compensate for disabilities which nature and misfortune have imposed. The responsibility for providing integrated services, personnel, and special facilities where needed is a Provincial one; it should not be limited as at present. Only in this way can discrimination be avoided and an equal opportunity given to all.

These services must be so situated as to permit all children with disabilities to enter the regular school program partially or totally when their development so warrants, in the expectation that after several years of schooling they may be able to obtain entrance to a university or other centre of higher learning in due course. The large residential schools were pioneers in special education; but in the light of present knowledge and technical facility, such remote schools are anachronisms and unsuited to educate and prepare these children for today's world. Educational opportunities for them should be provided in the communities where they live. Preparation of teachers for special education should be upgraded and developed at the university level. Research will need to be expanded and new methods, programs, facilities, and integrated services developed.

The changing patterns of living, of working, and of recreation require that the educational system prepare the children of tomorrow to live in a world vastly different from that of this generation. There must be education for leisure time, for a more mature culture, and for a greater sense of personal responsibility, and the curriculum must be designed accordingly.

Education in the future will require a greater public involvement, a greater partnership between the home and school, between the community and the school. The school cannot be indifferent to the social conditions of the area it serves. It cannot wait until the child arrives at age six in the expectation that it can then remedy all defects or deficiencies of language or social behavior. It follows that the educational authorities must provide preschool learning opportunities to the socially disadvantaged so that all, regardless of prior condition or cultural background, may enter the formal school program on a basis of optimum opportunity to reach their potential.

While we are primarily concerned with the education of children and adolescents, we must emphasize the responsibility of the universities toward primary and secondary education and toward the preparation of the teachers who will man the classrooms. Accordingly, universities, in preparing entrance requirements, will have to be cognizant of the content and philosophy inherent in the curriculum of the primary and secondary schools. There must be liaison among all levels of education to facilitate progress and smooth articulation.

The political responsibility for education through a Minister of Education responsible to the Legislature is well-founded and sound. But education is essentially a non-political exercise, and although Ontario has been well served in this area, every precaution must be taken to ensure the sensitivity of the educational service to the needs and aspirations of the people. Such assurance could be provided by the establishment of an autonomous, non-political advisory body of citizens, representative of the various interests of the people in Ontario. Education, business, labor, industry, the arts, and parents would be among the interests and groups represented in such a council. This body should be charged with keeping educational policy and practice under review. Such a body should be aware of the needs and aspirations of the people as well as of any deficiencies in the system. Reports and recommendations would be made to the Legislature as circumstances and times demanded.

Needs and aspirations change, and this is especially true of our time. The condition of dynamic economic and cultural growth in which we now find ourselves demands that educational policy and practice be the result of expert long-term and short-term forecasts. A co-ordinated, systematic approach to the identification of society's goals and the planning for their attainment is a prerequisite to the sound performance of educational service in Ontario.

Very many other and important changes and innovations require consideration. The lock-step structure of past times must give way to a system in which the child will progress from year to year throughout the school system without the hazards and frustrations of failure. His natural curiosity and initiative must be recognized and developed. New methods of assessment and promotion must be devised. Counselling by competent persons should be an integral part of the educational process. The atmosphere within the classroom must be positive and encouraging. The fixed positions of pupil and teacher, the insistence on silence, and the punitive approach must give way to a more relaxed teacher-pupil relationship which will encourage discussion, inquiry, and experimentation, and enhance the dignity of the individual.

The curriculum must provide a greater array of learning experiences than heretofore. Classes must be more mobile, within and beyond the local environment, and the rigid position of education must yield to a flexibility capable of meeting new needs. These and other innovations will be aimed at developing in the child a sense of personal achievement and responsibility commensurate with his age and ability, to the end that going to school will be a pleasant growing experience, and that as he enters and passes through adolescence he will do so without any sudden or traumatic change and without a sense of alienation from society.

Coincident with the learning experience the school must be aware of the health and emotional needs of pupils. Accordingly, health services, including psychiatric assessment and

counselling, must become an integral element of the school program. Qualified personnel should be called upon as resource people by teachers when the interest or need arises in such matters as family and community relationships; physical and emotional growth; sexual ethics; and the dangers of excessive smoking, alcoholism, and drug addiction; and other areas of concern so that young children as well as adolescents will develop a well-rounded understanding of those conditions and practices which go into the making of a responsible and healthy adult. No school which ignores the importance of recreational pursuits and physical development can meet the needs of today's pupils. Accordingly, the curriculum must recognize such areas as important aspects of the learning experience. Such recognition, however, should emphasize the aesthetic, social, and physical rewards of such experience rather than team engagement and spectator participation.

A whole new field of exciting educational aids and facilities is becoming available for our use. Educational television is currently the most spectacular of these but the media may be as old as the cave drawings or as new as computer-assisted instruction. Educators ought to employ every conceivable device and means that society can make available. But a word of caution is in order. The majority of audio-visual aids that the Committee has seen in use have been employed in a narrow, didactic manner and with groups of children all presumed to be learning the same thing at the same time. Our perception of how learning takes place, and of the kind of teaching that facilitates the process, requires that the teacher understand the use of a variety of techniques in the interests of every child. Information contained on film, records, and tape, and in pictures and books must be accessible to each child when he needs it. The technology to make this a reality is feasible; the dangers of thought control, passivity, and a stultifying uniformity are too grave to permit indiscriminate use of films and educational television.

Further, educational television generally should not attempt to serve the whole province with identical programs. The principle of local participation in the conduct of education can be seriously jeopardized through centrally disseminated programming, created by a limited number of individuals, however able and well-intentioned. At the very least, a pattern of regional centres for the involvement of teachers and the adapting or production of programs to meet local needs is necessary.

With an enlightened attitude toward what can be accomplished in an enriched school program by an intelligent use of the many resources that are available, more effective use can be made of student time. It seems reasonable to conclude that the academic maturity required for post-secondary education can be achieved by the time the student has completed kindergarten and 12 years of schooling. Grade 13 should be phased out, as recommended by the Ontario Legislature's Select Committee on Youth.

This would seem advisable, not only because throughout most of Canada public education consists of kindergarten plus 12 years, but also because present-day attitudes toward school programs and learning indicate that 12 years after the kindergarten year should be sufficient to prepare students adequately for university, community colleges, or other post-secondary types of education. A year thus saved at this time in one's life can be very important.

The time has come when all children throughout the province should have access to kindergarten. Although we are not suggesting that children be introduced to a formal teaching program at age five, we recognize that children today are ready for organized learning experience in a social setting which stimulates their sensory and language awareness at this age.

Although at the moment we may not be ready to extend the compulsory school age beyond 16, the subject is becoming relevant and the time for so doing is coming close. Studies should be undertaken and plans made so that when the province is ready for this advance, it may be accomplished in an orderly and fruitful way.

Today's Indians are descendants of the oldest residents of Canada, whose traditional cultures have been made increasingly inoperative in the changing environment of the individual in society and who, in the historical process of European settlement and development, have not acquired the technological, economic, and political skills necessary to share in the affluent society. At the same time they have suffered severe damage to their collective existence and cultural personality. Accordingly, changes and additions in the educational programs and structures of Ontario will be required, having a two-fold objective: to make it possible for the majority of Indians, young and old, to become self-supporting and participating citizens in our present-day society, and to identify themselves as respectable and valid cultural entity within the fabric of the Canadian community. The purpose or aim is not to bring about an all-out assimilation, but to facilitate a successful and rewarding economic, social, and cultural integration of both individuals and communities of Indian ancestry.

Though it is true that the official aims and objectives of public education in Ontario are valid for people of Indian ancestry as well as for other citizens, the failure of the present programs and structures in helping the majority of Indian people achieve these objectives makes it necessary to redefine them. Accordingly, educational services for Indians on reservations in Ontario should be entrusted to the Province, and the services provided for them should be of a quality equal to those enjoyed by other Ontario children. The Federal Department of Indian Affairs should continue to be responsible for the cost, reimbursing the Province for outlays in this field.

Many departments of government and community agencies share responsibilities related to the welfare and education of young people, and while their various interests have degrees of independent action, their underlying purpose has a commonalty that should be recognized. Since the needs and interests of the young can be met best through co-operative effort, it follows that the task of co-ordinating the functions of the various bodies is of prime importance.

We cannot overlook the important subject of school premises and school architecture. School buildings must be more flexible and functional in design. Flexibility and design will have an important effect on educational efficiency in the future and will require careful planning to fit the needs of the new approach to education. This will include the number and location of schools, the provision of nursery schools, the transportation of pupils and many other factors.

The 'new look' in education will require a new look at school construction as well as provision for the sharing and integration of services as measures of economy and efficiency. Town planning and urban redevelopment must give due emphasis and priority to school sites and community playground facilities.

There are, as the foregoing points up, many facets to the educational endeavor. Although priorities exist, it cannot be said that any theme or phase dominates the field or takes precedence over the others. All are of vital importance in their respective areas. They must all co-exist if Ontario is to provide the educational system and program it can and must have for the second century of Confederation.

But having said this, it must be accepted that regardless of all else, no educational system will accomplish what it is designed to do without an adequate supply of highly competent and dedicated teachers. Now that the Ontario teacher is achieving a measure of economic justice and a degree of professional status, we must turn our attention to providing more highly qualified and university-prepared teachers. Our recommendations in this field are directed to attaining that objective.

A final word on this aspect of the Report. A skilled and inspired teacher can work wonders with any curriculum in almost any circumstances. Some teachers can do little even with the best of learning programs; but the great majority of teachers will be helped immensely by a good curriculum designed to meet the needs of the time.

Thus the good teacher and the good curriculum are equally essential. Given an increased measure of professional freedom, supported by the aids and organizational arrangements available, and inspired by a philosophy which puts foremost the needs and dignity of the child, our teachers will provide the education we envisage, and achieve the results we confidently foresee from the implementation of our views and recommendations.

Ours has been a pleasant, if prolonged, task. To have had the opportunity as citizens to participate in the planning of education for the children of Ontario is a unique privilege for which we must express our thanks to the Minister of Education, the Honourable William G. Davis. There are few areas in the complex of human activities more rewarding than working for and with young people. Reviews such as we have tried to make must be done again and again as time passes, for education can never rest on its laurels. There will be goals and objectives seemingly beyond reach at all times; other groups and committees will, we trust, reach upward and outward towards the ever-elusive perfect system, bettering the lot of all children as they work toward the ultimate goal of equal opportunity for all through education.

The Search for Truth in a Democratic Society

(An Abridgment of the Chapter)

Democracy is a flexible, responsive form of government, which arises not as a result of imposed or structured political practices, but as a dynamic, liberating force nurtured by the people themselves. It implies the freedom to think, to dissent, and to bring about lawful change in the interest of all. It can flourish only when its citizens are free to search continually for new ideas, models, and theories to replace outmoded knowledge in an effort to serve an increasing number of people. A true democracy is a free and responsible society.

To ensure its continued existence, a free society must develop and promote opportunities for science, philosophy, the humanities, and the fine arts to flourish side by side, strengthening and complementing each other in the search for truth. Freedom to search for truth at every educational level is one of the stoutest ramparts of a free society. Hence, what happens at the universities has significance for primary education, and the reverse is also true.

The heart of the problem of providing a general education in a democratic society is that of ensuring the continuance of the liberal and humane tradition. This is far more basic to our society than the worship of intellectual pursuits and scientific endeavor for their own sake. If freedom is to be nourished and maintained, the educational process must include at each level of growth and development some continuing experience in making value judgments.

What is new and thought-provoking in our era is that what was once the privilege of an elite has become the right of a multitude. Our society must seek to provide learning experiences aiming at a thousand different destinies, while at the same time educating toward a common heritage and a common citizenship. It is not enough to provide opportunities for the able; both immediate and long-term opportunities for betterment for the less endowed must also be provided. In a democratic society no man is expendable; every human being is deserving of respect and identity; and every human being has the right to develop toward fulfillment of his unique potential. Any procedures in an educational system which, for whatever reason, set groups of children and adolescents apart from others, negate the responsibility of education in a democratic society to establish bonds and common grounds between man and man.

The beacon which will guide the truth-seekers of tomorrow is dependent for its fuel upon the freedom exercised by society today. Truth and freedom must be guarded as precious treasures, for a free society cannot be taken for granted.

The Cultural Environment

(An Abridgment of the Chapter)

The child is an integral part of his society, and his school is one of its major institutions. To attempt to educate without some awareness of the nature of society and its cultural values would be wholly unrealistic. Although the various societal and cultural factors of Ontario arise in the adult world, they inevitably impinge upon the world of the child. They set the tone of educational philosophy and dictate its practice. More directly, they provide the stage for the day-to-day living that young people experience.

Canadians sense an identity that is not rooted in Britain, France, or America, but in themselves and their own land. They are disturbed about their economic and cultural dependence on foreign countries, particularly the United States. Not only is a sizeable portion of the Canadian economy under American influence, but communications media often reflect American culture. Some of the influence of these media can be offset in schools by use of textbooks and other teaching materials that give expression to the Canadian culture.

Central to the Canadian fact are the roles of the English and French peoples in the founding of the nation; and their position in the bicultural social complex of Canada cannot be challenged. Education in Ontario must respond to this fact and find answers to the problems of teaching English and French as second languages, not only for communication but also as literature in which the historical experiences and cultural values of a people are expressed.

Over the years Ontario has become the mecca of immigrants whose background is neither English nor French. In a society which draws its students from various cultural and ethnic groups, the school can provide the opportunity for youngsters from many different backgrounds to interact in an environment of multiculturalism that will enrich the Canadian identity by fostering unity in diversity.

Since 1900 there has been a persistent shift of population from the farm to large urban centres, and many isolated rural communities have not had the advantages of new and special educational facilities. Rural communities must be made stimulating centres for permanent living and the rural youngster must be provided with an educational opportunity equal to that provided in large urban centres.

To be efficient, the city demands a great deal of standardization that leads to depersonalization. If city students protest against the impersonality and standardization of their schools, it may be due in great measure to the fact that the school reflects this aspect of urban life. In the future, special educational provisions must be made for the individual needs of all children in the cities and especially of children in New Canadian and disadvantaged areas.

Unless a people are on their guard, the economic demands of society can be made to determine what is done in education. The society whose educational system gives priority to the economic over the spiritual and emotional needs of man defines its citizens in terms of economic units and in so doing debases them. There is a dignity and nobility of man that has little to do with economic considerations. The development of this dignity and nobility is one of education's major responsibilities.

The problems of youth and their sub-culture become extremely important in a province such as Ontario where some 50 per cent of the population is 25 years of age and under. The adult community cannot escape the fact that it provides the milieu in which its youth develops, and so must accept the responsibility of influence. There is a restless search for truth among our young people that leads them to struggle for values rather than power, and the widening gap between the generations often leads to a rejection of adult cultural values. The young express a growing concern about world problems, and also show a desire to share in the decisions of the school and the community.

If there is one incontrovertible feature of our society in Ontario, it is its diversity, hence its susceptibility to conflict, and as the society becomes more pluralistic and more diverse the possibilities of conflict are heightened. Ontario has a number of institutions to cope with conflict, through which the individual, either alone or in association with fellow citizens, can give expression to his legitimate needs and demands.

Like the men who will make the first landing on the moon, our children must be thoroughly prepared for a destination whose features no one knows at first hand. The achievements of the past are there to orient our youth; the vision, the speculation, and the prediction for the future are there to challenge and excite their minds; it becomes the function of the school to provide that orientation and foster that excitement.

Today's Child

(An Abridgment of the Chapter)

Today's child lives in an age of change. Advances in technology and new knowledge since World War II have exceeded the entire accumulation of knowledge since the discovery of the wheel. The Ontario child is caught up in this revolution, and he is daily enriched and affected by the wonders of the age.

Today's child is facing a new world of work and leisure. Technology is rapidly invading the entire field of work; many jobs are becoming obsolete as automation creates new job requirements. Leisure time is increasing and the question of whether we live to work or work to live becomes ever more relevant.

Faced with constant change, and subjected to pressures from many directions, youth often finds itself on a turbulent sea of experience for which it has no charts. The most visible and alarming symptom of youth in difficulty is the school drop-out. Many of our schools have 'dumped' these drop-outs and re-entry is almost impossible. Yet it is essential that these young people stay in school to continue their education. By recognizing the dignity of work at all levels, and respecting all people who carry out this work, be it physical or intellectual, by realizing the necessity of diversity of occupations, we must build a genuine acceptance and appreciation of the various centres at the secondary and post-secondary level which provide training and education as valuable for many young people as that offered at the traditional universities.

The potential drop-out often comes from socio-economically disadvantaged neighborhoods. In some schools this problem has been recognized, and dedicated teachers and crusading principals are providing compensatory programs for children who previously were destined to be losers in our society.

Ontario's special and rare resource lies in the diversity of its people, and the names of Ontario children hint at a diversity of ethnic, religious, historical, and racial origins. Education, if it is to be rich and meaningful, must respect and make use of this diversity.

Too often educators have assumed that all children come from middle-class, Anglo-Saxon backgrounds and that every child entering school is familiar with the English language as spoken by the teacher. But it must be recognized that there are also Ontario children newly arrived from many corners of the earth, who speak their mother tongues at home and acquire the predominant language of the province in a variety of ways - sometimes difficult and painful. Moreover, there are many children of French parentage who, after attending French-language schools, have often in the past been obliged to make their way at English-language secondary schools.

Although children follow a sequential pattern of growth, they do so with personal and unique tempos and styles. Long before they come to school their approach to the world and to the adventure of learning has been established. It follows that emphasis must be placed upon the early years of a child's development. It is at this stage, when the child is most receptive, that the set and patterns of learning are established. It is at this stage that the foundations for positive mental, emotional and social health are built. The later stages are built directly upon these foundations.

Adolescence is one of the most critical ages. Adolescents push out for discovery everywhere. They ask themselves searching questions such as, "Who am I?" and "Why am I here?" Because of the complex, impersonal, and changing environment in which most of them function, it is little wonder that many young people lose their way.

Knowledge to be truly meaningful to these young people must enter the heart as well as the head. We owe to them the freedom to explore the full range of their senses, to appreciate subtle differences, and to be aware of beauty wherever it is found; so that each in his own way will strive to find and express the meaning of man and human destiny.

The needs of the child are simply stated. Each has the right to learn, to play, to laugh, to dream, to love, to dissent, to reach upward, and to be himself. Children need to be treated as human beings - exquisite, complex, and elegant in their diversity. They must be made to feel that the world is waiting for their sunrise, and that their education heralds the rebirth of an 'Age of Wonder.'

The Learning Experience

(An Abridgment of the Chapter)

At the present time, psychological, biological, and educational knowledge is giving us increasing glimpses into a child's mind. Daily we learn how complex each child is, and how far we are from understanding his secrets. No one factor, no one method, no one characteristic, can be seized as a magic wand which will transform children into life-long learners and adventurers. Nevertheless, one condition becomes increasingly apparent in the learning process, and that is the shift in emphasis from content to experience.

Some commonly-accepted characteristics of learning are: learning involves many processes; learning is a personal matter; learning limitations are not rigidly established at birth; learning is continuous throughout life; learning can take place anywhere; learning is not always visible to the observer; learning does not follow a set daily timetable; and learning takes personal effort.

The gap between learning theories and classroom experience has been incredibly wide. The theoretical approaches to the learning process seem to fall into two frames of reference:

- Those approaching learning as observers of behavior, in the traditional Behavioristic, Stimulus-Response, or modified Pavlovian conditioning tradition; and
- Those approaching learning from the learner's point of view, giving emphasis to the holistic, Gestalt, perceptual activity of the mind, and particularly recognizing that the total response of the child to a barrage of stimuli is more than the mathematical reactive sum of the parts.

This Report emphasizes a dynamic child-centred theory of learning rather than the stimulus-response and conditioning approach.

Our schools often expect the child to learn, memorize, mimic, digest, and duplicate the information to which he is exposed. He is expected to be stuffed or programmed like a computer during the school day. Recently, however, there has been in many schools a transition from this out-dated approach toward a child-centred program in which every effort is made to fit the learning opportunity to the potential, tempo, and level of understanding of the individual child.

Each child's development in the full sense should be appreciated and given consideration in an ideal school-learning situation. It should be possible for every child who enters the school to grow physically, intellectually, emotionally, and socially. If a child is eager to learn, has a sparkle in his eye, enthusiasm in his voice, talks comfortably with his teachers, chats over a problem with a young friend, behaves with poise and assurance when visitors arrive, and goes happily about his work, then successful education has taken place.

If parents view learning as exciting, adventurous, and challenging, their children will usually acquire an enthusiastic attitude to learning. But if parents have negative feelings about schooling, their children will develop strong psychological deterrents to learning. In providing learning experiences the school should make sure that every child devotes concentrated thought and attention to challenging problems by making them interesting, attractive, and valuable educationally.

When the learning experience of each child becomes the basic nucleus of teaching, it will be possible to dissolve the psychological and physical walls that separate children and teachers. It will be possible to remove the array of labels used to differentiate those children who are classified as misfits, failures, and successes. Children will not be identified as fragments of a class but rather as individuals, as whole people, to be respected, taught, lived with, and enjoyed.

The purposes and programs of our educational system must be designed to meet the needs of each individual child. The implementation of this grand design will require the support of parents, teachers, administrators, politicians and the general public. Every child must be given a richer, more rewarding learning experience that will enable him to fulfil his potential. This must be the compelling commitment of our democratic society.

On Aims of Education

(An Abridgment of the Chapter)

Most prominent among major issues affecting education is that of the relative importance of the individual and society. It is not one of the oldest issues, since the demands of society were regularly dominant at least until the Renaissance and were largely so until the 19th Century. Educational reformers now prominent in the history of educational thought, like Comenius, Pestalozzi, and Froebel, were advocates of consideration for the child, but what they urged was not clearly reflected in the teaching of the great majority until well after the appearance of schools for all in Western countries about one hundred and fifty years ago.

In public education, therefore, it was a case of the child versus society, or the pupil versus the curriculum as society's instrument, with the pupil still coming out second best, when Dewey proposed a formula for resolving the conflict-- "the child in society." The Committee accepts this concept and recognizes that the child should not be treated as an isolated entity, but educated for life in a society which respects his individuality. Where conflict remains, the Committee tends to side with the individual and to ask only for social responsibility that is demonstrably right and essential for the good of all.

This Committee expresses its inclination toward education for adaptability to a changing world and toward less insistence on conformity to past and present. But it also urges that highly valued parts of our inheritance be polished and enlivened for inclusion as material likely to be encountered in appropriate opportunities for learning.

The Committee deplores the survival of class distinction, and advocates schools that will accommodate students without invidious distinctions.

The Committee supports the view that the school is an active agent in society, that it does not and can not exist as an isolated entity, and that young people in school have a right to education which reveals the weaknesses and problems of the world they face and helps them prepare to mitigate or solve them.

The Committee also supports the child-centred philosophy of education that has been included in the Ontario Programme of Studies for Grades 1 to 6 for the last thirty years. It has heard evidence from the public and the profession that this philosophy should prevail throughout both the elementary and secondary years of school.

The Committee is inclined toward the whole-child concept and offers a plan to reduce the present conflict between the elementary and secondary school points of view.

The Committee believes that the teacher should be concerned more with the pupil's ability to get knowledge when needed, to interpret it, to collate it, and to use it than with his acquisition of information.

The Committee holds that it is more important for pupils to enjoy the stimulation of lively ideas, discussion, and discovery than to be taught logically organized and separate courses in the traditional subjects.

The Committee supports the view that there cannot be deliberate indoctrination in the schools if intellectual integrity is to be maintained and valued by pupils.

The Committee is in general agreement with the following statement of aims which appeared in the Report of the Royal Commission on Education in Ontario, 1950 (Page 36):

- (a) To develop capacity to apprehend and practice basic virtues.
- (b) To develop the power to think clearly, independently, and courageously.
- (c) To develop talent to understand the views of others and to express one's views effectively.
- (d) To develop competence for a suitable occupation.
- (e) To develop good health.
- (f) To develop aptitudes for recreation.
- (g) To develop characteristics for happy family relations.
- (h) To develop good citizenship.
- (i) To develop the concept that education is a continuing process beyond the school.

If a statement of aims of education today is to be made, whose aims should they be? Central and local authorities, curriculum planners, teachers, pupils, and others may all have educational aims. Perhaps the aims of all concerned with the process of education are more realistically expressed in what they do than in anyone's statement of what their aims should be.

The Learning Program

(An Abridgment of the Chapter)

To satisfy the criteria indicated in previous sections of this Report, one must apply the modern definition of curriculum as "all those activities in which children engage under the auspices of the school." This includes not only what pupils learn, but how they learn it, and how the teachers help them to learn.

The modern curriculum, concerned more with the learning experience of the pupil than with the instructional performance of the teacher, must meet the needs and expressed desires of pupils as well as ensuring that they acquire the basic necessities for education and moral development. It should be dynamic and flexible, offering optional and individualized learning experiences and the continuous evaluation of individual progress. The Committee advocates a learning continuum designed for a unified school period of thirteen years including kindergarten. In the continuum there would be no division of pupils into such groupings as elementary, secondary, vocational or academic; there would be no 'segregation' except for certain special learning situations. A curriculum should be so devised that the inquisitive minds of children can be brought in touch with subject matter relevant to their individual interests and needs.

Three areas of emphasis would serve as a curriculum base: "Communications" embracing all aspects of learning that relate to man's interchange of thought with his fellows; "Environmental Studies" concerning man and his environment; "Humanities" concerning man's ideas and values.

The Committee resists the temptation to list the traditional subjects that might appear in each area. To do so would defeat the purpose of the thematic approach, which is intended to emphasize the all-embracing nature of the learning experience. Subject disciplines should be seen as aids in the student's search for skills and understanding rather than as bodies of content to be mastered.

The selection of subject areas, and the level of learning to which they are applied, should be the prerogative of pupils and teachers. In planning the curriculum teachers should be permitted to draw on many educational sources for ideas, designs, and current materials.

To emphasize the continuous aspect of the program, the following description is based upon the stages of child development, rather than on customary units of organization.

Preschool Service

During the preschool period co-ordinated social and educational services, not necessarily part of the formal education continuum, should be provided.

The Primary Years

The period of schooling embracing children from five to eight years of age should emphasize learning through activities, self-directed by individuals and groups, but planned and guided by the teacher.

The Junior Years

Fields of study within the three areas of Communications, Environmental Studies and Humanities, will begin to come into focus during the period of learning designed for children about nine, 10 and 11 years old.

The Intermediate Years

At this stage the curriculum will reflect the interests and abilities of pupils about 12, 13, and 14 years of age, through subdivision of the three broad areas of content. For example, Environmental Studies may include science, mathematics, social studies, and anthropology.

The Senior Years

Pupils usually about 15, 16, and 17 years of age would be enrolled in courses of their choice, limited only by interest and ability. Each pupil would have an individual timetable.

The Committee takes the position that a form of comprehensive school is best suited to offer the diverse study opportunities that should be open to all students. Only such a facility can prevent unwarranted segregation, premature selection of vocations, inflexible programming, and limited fields of learning. Nevertheless, the Committee wishes to stress the importance of providing a comprehensive program which will ensure that vocationally-oriented courses have their proper place in the school.

Special Learning Situations

(An Abridgment of the Chapter)

On the fringes of the happy classroom crowd sits a lonely little child confronted with the almost impossible task of finding his way through the bewildering world. His tragedy is that in many instances he has been stigmatized with a label: 'slow learner,' 'emotionally disturbed,' 'disadvantaged,' 'physically handicapped,' or perhaps 'perceptually handicapped.' Too often, in a sincere effort to help him with his problem, society has segregated him into special classes, or sent him far away from home. This practice the Committee deplures.

It is the Committee's opinion that psychologists will have an increasing role to play in the future in periodically assessing the cognitive, and emotional stages of a child's learning. However, it will be the school psychologist, as a member of the school team rather than as a clinician, who will use imaginative ways to draw out the best in each child.

Every effort must be made to make New Canadian children feel at home as early as possible in the schools and new methods should be developed to assist their mothers in acquiring conversational English, so that they may keep abreast of their children. Various remedial language approaches should be used to teach New Canadians within the regular school atmosphere.

Educators must be sensitive to the cultural background of Indian children if the learning experiences provided for them are to be meaningful and rewarding. The status of the Indian in Canada has become entangled with a history that reaches back far beyond Confederation, and education cannot solve the problem in isolation. The solutions lie in all-embracing approaches based upon the total needs of Indians in present-day society. The Committee urges that earliest attention be given by provincial and federal authorities to working out a just situation for Indians.

Many children with special handicaps are being cared for in a variety of residential settings, institutions, group homes, children's villages, and so on. The Committee asks that a special study in depth be made of all these services, with a view to establishing better co-ordination, closer integration, higher standards, and increased services for every child in Ontario. Flexibility of rules and practices should permit children to move from such institutions back into the normal stream of living and learning when they are ready to do so.

It is now possible to educate as hard-of-hearing, many children previously classified as profoundly deaf. There should be early language programs for the profoundly deaf infant so that the child will not suffer irreversible damage in the development of areas responsible for perceptual and cognitive abilities.

Education for the blind is undergoing a transitional stage from residential schools to integration of such children into regular schools where trained teachers of the blind provide a program in special classrooms. The Committee supports this trend.

The special schools operated by the Retarded Children's Association in co-operation with the government should become a part of the total spectrum of public education and their programs should include integrational experiences with children in regular classes.

During the past few years advances have been made in education at the training schools under the Department of Reform Institutions. In the Committee's opinion effective efforts are being made to improve motivation, broaden the curriculum, and assist in the rehabilitation of the students into the regular home and school setting.

Every child in Ontario has a right to stand with dignity beside everyone else in the human parade. The handicapped child, whether seriously or mildly affected, must be given a chance to learn like any other. No child, by reason of geographic location, religion, or any personal circumstances, should be denied access to such help. If we are truly to help the child who is different, we must be preoccupied not with his handicap, or with his weakness, but with his potential and his strengths.

The World of Teaching

(An Abridgment of the Chapter)

A child's best guarantee of a good education is an inspiring teacher, a vigorous, informed, friendly person who likes children, who is able to establish a cheerful, social, permissive climate for learning, and who maintains creative and democratic relationships. The modern professional teacher is a person who guides the learning process. He places the pupil in the centre of the learning activity and encourages and assists him in learning how to inquire, organize, and discuss and to discover answers to problems of interest to him. The emphasis is on the process of inquiry as well as on the concepts discovered. Unfortunately not all pupils have teachers who use these modern methods.

The overwhelming body of public opinion now favors improvements in teacher education. This reform has been strongly urged by numerous organizations which have presented briefs to this and other provincial committees; by the teachers' professional organizations; and by the staffs of the teacher education institutions, as well as by the press and other segments of the public. In 1966, the Minister's Committee on the Training of Elementary School Teachers submitted 47 recommendations concerning major changes in teacher education, and proposals for means by which they should be implemented. The most fundamental of the proposed changes had to do with the locations and duration of teacher education. That committee recommended: (a) the program for teacher education be provided by the university; (b) the program be of four years' duration leading to a baccalaureate degree and professional certification; and (c) elementary and secondary school teacher education be offered within the same university. This Committee gives whole-hearted support to the major recommendations of the Minister's Committee on the Training of Elementary School Teachers and urges that priority be given to the establishment of the Implementation Committee that was recommended.

In keeping with the concept of a continuous curriculum from K to 12, the Committee recommends not only that teachers for all levels be educated in the same faculty of education, but also that student teachers preparing for teaching at all levels be treated as one group for study of all subjects except those designed for specialization in specific curriculum levels. The focus should be on the processes of learning rather than on the processes of teaching, and on understanding of child development rather than on mastery of subject content. Each faculty of education should be given autonomy so that both experimentation and a variety of programs can be encouraged and developed.

There should be opportunities for continuous in-service professional development. A serious study needs to be made to determine ways of providing credit toward university degrees for certain well-established professional courses provided by various educational authorities. There should be a rapid expansion of a variety of postgraduate education courses offered by the faculties of education and the Ontario Institute for Studies in Education. All teachers will need to keep up-to-date on the latest developments in research and technology. In every part of the province there should be experimental and demonstration schools, staffed by highly competent teachers, and accessible to all teachers of an area for observation and participation during regular school hours.

As teachers become more professionally minded, they should have more control over matters that concern them as professionals, such as curriculum, work load, recruitment, teacher education, certification, postgraduate education, and administrative procedures. When teacher education becomes a university program, the responsibility for certification should be shared by the university and the teachers' professional organization, with the university granting the degree or diploma signifying the type of preparation, and the teachers' professional organization, operating through a body to be called the "College of Teachers of Ontario," issuing the licence permitting the qualified graduate to teach. In the opinion of the Committee, the affiliates of the present Teachers' Federation should become unified into a single professional organization.

New developments in team teaching will direct the co-ordinated attention of teachers toward the individual student and his learning experience, and this will demand a special competence in all teachers. An improved professional status for teachers will do more to ensure quality learning for all children than any other educational change.

Organizing for Learning

(An Abridgment of the Chapter)

Promising new organizational patterns for schools are being developed to serve the needs of the individual child. Although co-operative planning and consultation are necessary and desirable, the ultimate responsibility for making decisions concerning pupils belongs to the teacher, who must have the competence and authority to do so. Principals and their staffs need relative autonomy in matters of curriculum planning, school organization, staffing and the disposition of supply budgets.

The tone of the school is largely set by the principal. The principal should be a consultant, advisor, and co-ordinator of curriculum activities and should spend most of his time with children and teachers. The principal should maintain active community links, especially with parents, and the school should be used for community activities.

School boards should be responsible for the curriculum in their schools and should maintain a staff of consultant specialists whose skills are related to many aspects of child development and the learning program.

The school should provide a complete range of services, from preschool diagnostic services to special services for the physically and mentally handicapped, as well as health and counselling services. School boards should have a large enough tax base so that in conjunction with equalization grants from the province they can provide the kind of program recommended in this Report.

The Department of Education should retain responsibility for certifying and prescribing the qualifications of the school superintendent who, as senior officer for the school board, should have the powers and responsibilities of chief executive officer of the board.

The fiscal role of the Department of Education should be to create equality of opportunity throughout the province by providing each school board with the necessary equalization grants. The actual expenditure of such funds, including the way in which the money is spent, should be the prerogative of the local school board. Some way should be found to relieve residential property of the burden of the education tax without diminishing local autonomy.

The recent introduction of legislation to establish larger units of educational administration that can provide equality of opportunity is endorsed by the Committee. In the proposed plan for these larger units an arrangement should be found to bring the two tax-supported systems into administrative co-operation, preserving what is considered by the separate school supporters as essential to their system and at the same time making possible a great deal of co-operation and sharing of special services.

The status of the private schools should be studied in the spirit of this Report with a recognition of the individuality and concern for every child in Ontario, to the end that equality of opportunity be a reality in education.

An autonomous advisory council should be formed to evaluate the effectiveness of existing facilities, and propose the extension or the establishment of new institutions or programs as may be indicated by social and economic trends or the demands of public opinion. An ombudsman for education should be appointed to act as an independent public officer serving all levels of education in matters of individual disputes or claims.

The Committee proposes that the Minister of Education establish a provincial ETV council, independent of the Department of Education to develop policies and to guide and direct the orderly development of all educational television within the province.

The basic research concept of the Ontario Institute for Studies in Education is important. It must establish mutual communication with educational practitioners, local boards, the Department of Education, and the universities for the dissemination of research findings, but should not become involved in implementation or remain the only school of graduate studies in education.

A national office of education should be formed by the Council of Ministers of Education to serve as a forum for discussions with the Federal Government concerning the distribution of federal funds and other questions of mutual concern to the provincial and federal authorities.

Fundamental Issues in Ontario Education

(An Abridgment of the Chapter)

Educational problems are seldom static. Old or new, today's educational problems reflect the accelerated tempo of change, and are influenced by pressures for short-term, flamboyant results. Yet the fundamental issues which underlie such problems require wisdom, understanding, and the patient probing that can come only from long-term commitment to educational improvement.

Although the following fundamental issues relating to educational change are not necessarily presented in order of priority, all of them deserve the serious attention of those responsible for education in Ontario.

Child-centred emphasis

One of the fundamental issues facing Ontario schools is the shift of focus from structured content to the child, or young person, as an individual learner. The change, already well under way, has many ramifications. The graded system, as a succession of achievement levels, will be abandoned in favor of continuous progress by the pupil. The concept of passing or failing and of being promoted or made to repeat a year will disappear. The schools that are envisaged will give every pupil an opportunity to participate in selecting and planning his studies. Emphasis upon the needs and interests of the individual child is the very essence of this Report. This is the basic issue which will have to be interpreted to educational practitioners and to the supporting public.

Teachers and technology

All dreams of educational excellence will come to nothing without good teachers. Every attempt must be made to give teachers the means and recognition through which they may become truly professional. The Committee is insistent that teachers must have a longer pre-service education, general and professional, leading to a university degree.

Although it is important that every school should have the latest technological devices for teaching, it is even more important that every school should have teachers who can give a sensitive child sympathetic understanding at the right moment. It is also important that the production of learning materials be designed to meet the special needs of Canadian children and to preserve the Canadian identity.

Communication

Emphasis in education should be placed on various aspects of communication. These include use of the vernacular - ordinarily English, but in some places French - as an essential means of instruction. The schools of Ontario must play their part in achieving the bilingualism that is necessary to preserve and strengthen our national unity. The schools also must make special provisions for the language development of children who have disadvantaged backgrounds or who are newly arrived from other lands.

New methods of data processing and information retrieval make it imperative that means be found to ensure that student records be kept confidential and that private information is not released or used without the consent of the individual concerned.

Equal access to education

Every child should have access to the best possible learning experience commensurate with his needs, abilities, and aspirations. Almost all pupils should complete twelve years of schooling after kindergarten and no avoidable barrier should block a young person's access to college and university. There should be no tuition fees for the first year of study. Colleges of Applied Arts and Technology should evolve into junior colleges offering not only practical and technical education but also academic courses that would receive first year credit at university.

The persistent notion that education in manual or technical skills is an inferior type of training is to be deplored. Many capable students may reasonably prefer to take general courses with a technical or vocational orientation or they may prefer to earn and learn by working and going to school concurrently.

Economic implications

The Economic Council of Canada has repeatedly stated that money spent on education is a sound investment. The Committee supports this view, and is neither dismayed nor surprised by the increased costs of meeting the educational needs of a rapidly growing population.

The issue is not only the cost of education but the delineating of financial responsibility. Local taxation has risen to a level that places an excessive burden on the homeowner and indirectly on the tenant. The question of the financial responsibility for education raises the following issues. Should the burden be reduced by further provincial subsidies to local taxpayers or should a larger share of the cost of education, or even the whole cost be assumed by the Province? Should there be a federal financial commitment to education by direct subsidy, tax sharing, or other methods? Will a local interest in education be sustained if there is not some measure of financial responsibility?

Planning, research, and development

Everyone in a key position in education must encourage his associates to take an active part in planning, research, and development. Action research should be carried on continually throughout the province by individual teachers and groups of teachers. The Ontario Institute for Studies in Education and the university faculties of education should carry out those research projects which are of considerable magnitude with wide implications.

Developments in education must be based on foresight, and not on belated attempts to grapple with a crisis, as has happened in the past with teacher supply and qualifications. Following extensive research the 1966 MacLeod Report on teacher education recommended university education for all Ontario teachers. Its plan was widely endorsed by the public and the profession but has not yet been developed and implemented.

In every aspect of education, from administrative organization to arrangements for learning, there is a constant need for evaluation of the educational effects produced.

Conditions and prospects today

Children born since 1945 have already experienced several major revolutions, created by discoveries concerning the atom, space research, the computer, the biological-genetic breakthrough, surgical transplant of human organs, and the new theology. Taking major accomplishments as a routine of human life, sensitive young people grow restless and uncomfortable when they see unsolved problems around them. There are teachers today who are alert, up-to-the-minute, and prepared to face the issues of the times with their students rather than remain aloof as impersonal authorities. It is hoped that this Report will act as a beacon to forward-looking teachers and students as together they face the challenges of the world of tomorrow.

A Parting Word

Ours has been an exercise in group dynamics. The Committee was drawn from many walks of life and many backgrounds. Each member brought to the conference room his or her individual ideas, yet in the end a common opinion emerged without the sacrifice of principle by anyone. This was achieved by adherence to the overriding conviction that the child as a human being and as a learner must have precedence at all times. Thus, in our search for the means whereby this conviction might be realized, our individual views and aspirations found a common base in a child-centred continuous program of learning by discovery, which would bring the child to the realization of his full potential. The child and the adolescent brought us together in the knowledge that we had been given the great responsibility of having a hand in fashioning the future of Ontario's children.

We have been conscious all through our work of the great cost of education to Ontario. We are aware that our recommendations entail increased expenditures in some areas, particularly in teacher education and lower pupil-teacher ratios. But in other areas, substantial savings may be anticipated as a result of co-operative action, the integration of services, regionalization of efforts, and careful planning. Money spent on education is an investment which will pay dividends throughout the life of the pupil. But the quality of the educational endeavor cannot be calculated in terms of money spent, nor should the economics of education be the sole determining factor. Of even greater consequence is the fact that it will give our province and our nation an educated citizenry, maturing culturally in a physical setting that is unexcelled elsewhere.

In the course of our investigation we ranged widely, both in terms of educational practices and of the systems to be found within and beyond the boundaries of Ontario. While we were primarily concerned with curriculum, we concluded early in our operation that a curriculum can not be formulated in a vacuum. It must exist in an educational system which permits it to function in circumstances of freedom and equality of opportunity for all. We determined, therefore, that the school system as a whole was relevant to the subject of Aims and Objectives; that the aims and objectives we envisage for education in Ontario can be attained only in a school system designed specifically to meet the needs of the time and the inalienable right of all Ontario children to the best education possible within the limits of their abilities.

We were encouraged in our decision to undertake this wider and deeper examination by the Minister of Education, the Honourable William G. Davis, who sustained our efforts with the necessary budgetary arrangements, supported us by his own broad vision of education, and accorded to us complete freedom to probe as deeply as the importance of our work appeared to require.

We now relinquish our task, conscious that the broad design for education which we have recommended may be found to be inadequate by some and unsatisfactory by others. We trust that this Report will be studied as a whole, and viewed as such, and not as a collection of unrelated topics. Our dominant aim throughout has been to see and to delineate education as a complete and integrated endeavor for the children of Ontario - the children who very soon will have committed to them the responsibilities of adulthood and the destiny of a province in a united Canada, her citizens in harmony from the Atlantic to the Pacific, and at peace with all peoples. In this setting of unity, harmony, and peace, the educational endeavor will flourish and truth will make all men free.

RECOMMENDATIONS

The recommendations submitted with the Report are in great variety. They range from simple to complex, and from those requiring immediate action to those requiring long-term considerations. No attempt has been made to separate the minor from the major, or to establish a priority for action. They appear in logical sequence in sections reflecting the main body of the Report.

In order to locate the recommendations more specifically, the Committee presents them as suggested solutions to problems arising from the Report, and directs them to the appropriate body for consideration and action. In some cases, these appropriate bodies themselves depend for their existence upon recommendations. The Advisory Council and school committees are examples of such new bodies. This, of course, should not imply that action should be delayed until these bodies are created. Rather, it is hoped that action will be taken by the pertinent authority now existing. For example, 'Faculties of Education' properly refers to these institutions as they are recommended here. But the term also applies to existing teachers' colleges and colleges of education. Similarly, the term 'Teachers' Association' refers to official teacher organizations in existence as well as the new organization that may emerge as a result of certain recommendations.

It should be noted that although the recommendations are numerous and varied, they all are embraced by an overriding concern for a total child-centred program of educational opportunity. This is the context in which they are offered and in which they must be read. All of them are designed to support the one fundamental recommendation of this Committee:

"Establish, as fundamental principles governing school education in Ontario,

- (a) the right of every individual to have equal access to the learning experience best suited to his needs,
and
- (b) the responsibility of every school authority to provide a child-centred learning continuum that invites learning by individual discovery and inquiry."

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THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

THE LEARNING PROGRAM

Organization

What should be the organization and extent of the school's learning continuum?

1. Establish a continuum for public education consisting of a minimum of kindergarten and 12 additional years.

Department of Education

2. Phase out the Grade 13 year, and absorb its curriculum areas within the 12-year continuum as quickly as possible.

Department of Education

3. Eliminate lock-step systems of organizing pupils, such as grades, streams, programs, etc., and permit learners to move through the school in a manner which will ensure continuous progress.

School staffs

4. Remove horizontal and vertical divisions of pupils, such as elementary, secondary, academic, vocational, and commercial.

School staffs

How can the curriculum be organized to provide a maximum degree of unity to learning experiences?

5. Organize learning experiences around general areas, such as Communications, Environmental Studies, and the Humanities.

Department of Education
School boards
School staffs

The Learning Experience

How should content be related to the learning experience?

6. Treat the content for learning experiences in the primary years as a single entity with emphasis on Communications, particularly with regard to speaking, listening, reading, and writing.

School staffs

7. Continue to emphasize the skills of communication during the junior years, gradually introducing experiences that will lead to an understanding of the interrelatedness of knowledge.

School staffs

8. During the intermediate years, permit integrated and exploratory characteristics of the primary and junior years to evolve into patterns of learning which will reflect the emerging structure of the various disciplines.

School staffs

9. Use theme-oriented approaches in the senior years.

School staffs

10. Design the senior years of schooling to accommodate the different needs of students by offering a wide variety of courses open to all pupils without restriction by year or arbitrary sequence.

School staffs

11. Encourage the reorganization of subject disciplines to enhance their applicability to the areas of emphasis recommended above.

School staffs

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

	12. Make the choice of options in the senior years a reality by: a) permitting pupils to take any course for which they are qualified in any year; b) employing computer facilities on a co-operative basis which will individualize pupil-teacher scheduling; c) eliminating separate streams or tracks of organization.	School staffs
	13. Provide optional areas of study that will permit greater freedom of selection without jeopardizing access to subsequent courses at higher levels of education.	School staffs
	14. Include among the options offered to senior pupils, informal reading and discussion units related to psychology, philosophy, economics, politics, sociology, and other areas of general interest.	School staffs
	15. Place training programs for specific types of employment in post-school institutions.	Department of Education
	16. Include among opportunities for general education in the senior years: a) studies designed and undertaken by individual students or groups of students in consultation with the teacher; b) courses related to academic disciplines, but not rigidly structured; c) courses related to technical, commercial, agricultural, and other vocational skills, but not designed to train students for specific jobs.	School staffs
	17. Include in the curriculum of the senior years academic disciplines at two levels of intensity if possible - ordinary and advanced.	School staffs
	18. Ensure the provision of vocationally-oriented courses which will change as technology advances.	School boards
What learning experiences should be provided by teachers to satisfy individual needs and foster excitement in learning?	19. Emphasize the creative nature of the learning process through methods of discovery, exploration, and inquiry.	School staffs
	20. Provide learning experiences which are pertinent to the personal needs and interests of the learner.	School staffs
	21. Provide learning experiences that permit students to use content as a tool for discovery and exploration.	School staffs
	22. Develop skills in research, organization, and deduction throughout the learning program.	School staffs
	23. Encourage the introduction of new study areas that reflect current cultural interests or needs.	School staffs

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

What steps can be taken to extend the learning experience beyond the school?

- | | |
|---|--|
| 24. Encourage students to examine and discuss contemporary issues and events. | School staffs |
| 25. Introduce learning experiences in health and recreation that are in keeping with the needs and interests of individuals in these areas. | School staffs |
| 26. Develop, in senior curriculum areas, learning experiences designed to assist students in their search for fulfilment in leisure and recreation. | School staffs |
| 27. Revitalize the study of history, particularly with regard to Canada, to the end that this subject will foster the development of healthy patriotism and serve as an aid to understanding vital issues in contemporary affairs. | School staffs |
| 28. Abandon the practice of assigning homework as a regular curriculum activity in favor of long-term assignments that invite pupils to make responsible decisions regarding their use of time. | School staffs |
| 29. Abolish corporal punishment and other degrading forms of punishment as means of discipline in schools, in favor of a climate of warmth, co-operation, and responsibility. | School boards
School staffs |
| 30. Provide for educational tours and field trips as a regular part of the learning experience at all levels. | School boards
School staffs |
| 31. Expand student exchange projects which link Ontario children with children in other provinces and countries. | Department of Education |
| 32. Provide summer school programs in which pupils may pursue special interests and take advanced work in particular areas of interest. | School boards |
| 33. Co-operate with school boards and other agencies to provide natural science schools for outdoor education and the development of conservation principles. | School boards
Conservation authorities |
| 34. Establish school hostels in provincial parks, historical site complexes, and conservation areas, which could be used to accommodate groups of children during on-the-site explorations of the area for extended periods of time during any particular semester. | Department of Tourism and Information
Department of Lands and Forests
Conservation authorities |
| 35. Utilize to a greater degree in the schools the part-time services of musicians, painters, writers, actors and composers, and others involved in the arts. | School boards
School staffs
Arts Council |

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

36. Employ, as needed, competent people to aid teachers in curriculum matters dealing with sexual ethics, physical and emotional growth, alcohol and drug addiction, and other areas of specific concern.

School boards
School staffs

Library Services

What action can be taken to develop library services as a single, integrated force for the total community?

37. Enact enabling legislation which will place all libraries under the jurisdiction of a board of education in areas where the board of education and existing library boards mutually agree that this action should take place.

Legislature
Boards of education
Library boards

38. Where no county or regional library exists in an area which is under the educational jurisdiction of a board of education, place the power to develop a regional library program with the board of education.

Legislature
Boards of education

39. Integrate the development of school libraries with community library services.

School boards
Library boards

40. Create local school policies which will provide greater access to school libraries in other than school hours.

School boards

41. Remove restrictions which link grant reimbursements for the construction of libraries to schools of specific size, and place all decisions regarding the need for and location of libraries with the school board concerned.

Department of Education

Film Education

How can the Department of Education best meet the requirements of film education?

42. Include film education as a recognized optional subject of curriculum.

Department of Education
School boards

43. Create courses for teachers in the psychology of communications and the use of film as a medium.

Faculties of Education
Ontario Institute for
Studies in Education

44. Consider audio-visual components - screens, power outlets, media stations, preparation areas, as basic elements in all school building design.

School boards

45. Designate a staff member to co-ordinate audio-visual services within each school.

School staffs

46. Form task force teams of educators and technicians to stimulate the development of film education in schools.

Department of Education
School boards

47. Abandon the centralized film distribution service provided by the Department and relocate the films within resource centres established in school jurisdictions and regional resource centres maintained by the Department.

Department of Education
School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

Language Instruction

What should be the general position of the schools in the matter of language instruction?

48. Designate French or English as the second language to be offered for study.

Department of Education
School boards

49. Extend the range of foreign language offerings to provide students with opportunities to study such major languages as: Russian, Chinese, Spanish, etc.

School boards

What approaches to language instruction can be taken to develop bi-lingual competency in our province?

50. Provide instruction in conversational French for all pupils during the first four years of schooling.

School boards

51. Enable children to continue instruction in oral French after the fourth year if they have the desire.

School boards

52. Develop methods of instruction which will individualize the French program during the remaining school years to encourage children with a demonstrated language competency.

School boards

53. Use oral French in school French programs, at all levels of learning.

School staffs

54. Establish French-language schools where there is a sufficient concentration of French-speaking students.

School boards

How can the techniques of language instruction be improved?

55. Increase the effective use of audio-visual technology in language teaching.

Teachers

What can be done to increase the number and quality of teachers of French?

56. Include, during the pre-service period of teacher education, instruction in oral French as a course option leading to certification.

Faculties of Education

57. Expand the summer school training program for teachers of French.

Department of Education

58. Make possible the immediate employment, for the teaching of French, of graduates of the Faculty of Education of the University of Ottawa.

Department of Education
Teachers' Association

59. Employ and train French-speaking citizens for the teaching of French, where such a need is indicated.

School boards

60. Create long-term teacher exchange programs with Quebec and with foreign countries.

Department of Education
School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

Canadian Content

Recognizing the desire to maintain a Canadian identity in education, how can the creation and production of Canadian educational materials be protected without limiting the availability of the best possible resources for learning?

61. Request the Council of Ministers of Education or the Canadian Education Association to undertake a study related to the necessity for the continued availability of educational materials that provide Canadian content and orientation.

Department of Education

62. Improve the communication procedures between the Canadian Textbook Publishers' Institute and responsible educational bodies in the development of educational materials.

Department of Education

Learning Materials

How can the high quality of educational materials be developed further?

63. Establish within the Ontario Institute for Studies in Education an advisory committee representative of teachers, trustees, manufacturers, and publishers to consult regularly with the Department of Education and school authorities, to develop criteria, and to evaluate educational materials and equipment.

Ontario Institute for
Studies in Education
Materials Advisory
Committee

64. Establish within the complex of the Ontario Institute for Studies in Education an educational materials centre where the latest developments in educational aids, ranging from books to computers, may be viewed.

Ontario Institute for
Studies in Education
Materials Advisory
Committee

65. Establish, as adjuncts to the centre recommended above, regional centres for the development and demonstration of resource materials and educational equipment which would have particular application to the educational requirements of the region in which the centre is located.

Ontario Institute for
Studies in Education
Materials Advisory
Committee

66. Provide for demonstrations and descriptions of educational materials as part of the service of the centres recommended in 64 and 65 above.

Ontario Institute for
Studies in Education
Materials Advisory
Committee

What steps can be taken by school jurisdictions to ensure an effective policy of development and utilization of learning materials?

67. Develop a point of view which considers audio-visual technology as a natural element of any learning environment.

Department of Education
Faculties of Education
Teachers' Association
School boards
School staffs

68. Ensure that pupils and teachers have access to materials and resources that are current.

School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

	69. Create audio-visual resource centres within each school system which will produce slides, film strips, films, television material, records, overhead transparencies, and other audio-visual materials, and which will disseminate materials, provide consultative help for teachers, conduct research studies, and demonstrate new applications of audio-visual technology.	School boards
	70. Use the textbook as one source of information for students rather than as the basic organizing tool for courses of study.	School staffs
	71. Provide training for pupils in the use of technological devices which will enable them to make independent use of the great variety of materials and aids now available.	School staffs
What role should be assumed by the Department of Education in the development and use of audio-visual materials?	72. Organize one section of the Department of Education which would be concerned with all aspects of audio-visual technology including television and the application of computer systems to learning; this concern to be a research and development activity relating in turn to education centres established by school boards.	Department of Education

Pupil Evaluation

What form should evaluation of pupil progress take?	73. Develop student learning profiles that reveal the individual progress and experience of each student throughout the learning continuum.	School staffs
	74. Abandon the use of class standing, percentage marks, and letter grades in favor of parent and pupil counselling as a method of reporting individual progress.	School staffs
	75. Abandon the use of formal examinations except where the experience would be of value to students planning to attend universities where formal examinations may still be in use.	School staffs
	76. Review the place of psychological tests, the quality of test materials, and their utilization in the schools.	Ontario Institute for Studies in Education
	77. Establish a communications pattern which will seek out and analyze seriously the frank expression of pupils' views of the curriculum.	School staffs
	78. Permit individual schools to develop their own systems of reporting pupil progress to parents and pupils.	School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

Innovation

How can the development of innovative practices be stimulated and meaningfully encouraged?

79. Select schools and school divisions as demonstration schools and areas for particular projects and investigations.

Department of Education
School boards

80. Support studies of new practices in demonstration centres with augmented funding which will pay all costs of personnel and programming beyond the basic costs of education in the area in which the demonstration school is located.

Department of Education

81. Establish experimental schools.

School boards

82. Employ personnel with successful backgrounds in education and a high degree of competence in communications and human relations to serve the school systems as catalytic agents of innovative practice.

School boards

Curriculum Responsibility

Who should decide what the curriculum should be?

83. Locate decision-making related to curriculum design and implementation at the school board level and in particular at the individual school level.

Department of Education
School boards

What should be the responsibility of the Department of Education in matters of curriculum?

84. Establish the responsibility of the Department of Education in matters of curriculum as that of the identification of curriculum problems, the commissioning of curriculum research, the dissemination of curriculum information, and the provision of aid and stimulation for innovative practice.

Legislature

85. Prepare and present curriculum guides as broad statements, and make the design of detailed curriculum programming the responsibility of the teachers in the schools.

Department of Education

86. Provide aids to curriculum design and planning which will assist teachers in the development of their programs.

School boards
Department of Education
Ontario Institute for
Studies in Education

SPECIAL LEARNING SITUATIONS

Organization

What should be done to improve the development and organization of special education?

87. Recognize that the provision of special educational services to meet the needs of all children is a mandatory responsibility of school boards.

School boards
Department of Education

88. Develop special education as an integral part of the total school program.

School boards
School staffs

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

89. Guarantee that the schools named in Recommendation 93, are open and available to all children in need of such services, regardless of place of residence, and of whether the parents of such children are public or separate school supporters.

School boards

90. Maintain detailed 'observational registers' (data banks) of prenatal and postnatal data on children, which will aid in early identification of children with 'high risk' potentiality; access to such registers to be according to carefully prescribed procedures which will reflect their confidential nature and control their availability.

Department of Health

91. Design an organizational model for special education within each jurisdiction which will provide for clinical services for diagnosis and assessment of children of preschool and school age, and counselling services for parents and teachers.

School boards

92. In areas of the province where circumstances so dictate, effect joint school board agreements to establish special education services, including those schools named in Recommendation 93 below.

School boards

93. Place all schools for special education, including residential and day, regional, and local, within the jurisdiction of the school board area in which they are located.

Legislature

94. Establish, to the extent that viability can be maintained, a number of small residential schools throughout the province for those children whose handicaps are so serious as to require such services.

Legislature

95. Encourage, to the greatest possible extent, involvement of children in residential schools with the programs of regular schools of the community in which the special schools are located.

Department of Education
School boards

96. Place schools for the trainable retarded under the jurisdiction of each board of education with guaranteed freedom of access for all retarded children in the community.

Legislature

97. Establish full funding for the schools named in Recommendation 93 above as a Provincial responsibility, as is now the case for the residential schools at Brantford, Belleville, and Milton.

Legislature

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

	98. Place all classes and schools which provide special education under the authority of that part of <u>The Public Schools Act</u> now known as Section 12, under local school boards, and provide full funding for this part of the school board's operation.	Legislature
	School Health Services	
What should be the scope and duration of school health services?	99. Provide a full program of health services including the children's optical program and the organized dental program for children as recommended by the Royal Commission on Health Services.	Legislature School boards
	100. Provide complete medical examinations for all children upon their entry to school and continue a program of periodic examinations during the child's school years.	School boards Health units
	101. Institute a system of ancillary school services which will include psychological services, home-school counselling, and liaison with other health, welfare, and voluntary organizations in the community.	School boards
	102. Where health services are provided for a school jurisdiction by a health unit, grant representation on the board of the health unit to the school board concerned.	Legislature
	103. Provide food services, including breakfasts, where the need is apparent.	School boards
Where school health services are now established under the jurisdiction of a school board, how can the development of such services be fostered?	104. Assure dental, medical, psychological, and nursing staffs of salaries and working conditions which will clearly establish them as part of the team of professionals concerned with the welfare of pupils.	School boards Health units
	School Counselling	
What can be done to improve guidance services in schools?	105. Change 'Guidance Services' to 'Student Counselling Services,' to be identified as part of school social services.	School boards School staffs
	106. Revise guidance programs to include all learners at all levels with emphasis upon counselling as the major technique of such programs.	Department of Education School boards
	107. Structure counselling services to serve all levels of schooling, emphasizing the individual pupil, his development, and his relationships.	School boards School staffs
	108. Make available a wide range of materials designed to help teachers and parents in guiding children to make the complex decisions which face them.	Department of Education School boards Schools

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

109. Wherever adult education exists under the jurisdiction of school boards, extend counselling services to adults.

School boards

Preschool Education

How can preschool education become a part of the total system of education?

110. Establish preschool education at the provincial policy level as a basic responsibility of the Department of Education in co-operation with other departments of government.

Legislature
Department of Education

111. Permit school boards to establish preschool programs in accordance with the needs of their jurisdiction.

Legislature
School boards

112. Require that in all high density housing projects, preschool and playground accommodation be provided by developers, the cost of such accommodation to be borne by them.

Legislature
Department of Municipal Affairs
Department of Education

113. Provide preschool programs for children disadvantaged by physical handicaps or unusual circumstances.

School boards

What measures can be taken to provide teachers at present in nursery schools with basic certification?

114. Open teacher education to experienced and successful nursery school teachers where this background compensates for a lack of minimal educational qualifications.

Faculties of Education
Teachers' Association

What steps can be taken by a school board during the transition of nursery school education to the board's domain of responsibility?

115. Assume the financing of nursery schools presently in operation, excluding private nursery schools, until the complete assimilation of nursery school education into the total education sequence can be accomplished.

Legislature
School boards

116. Consider the development of preschool education as an integral component of educational planning in a jurisdiction.

Legislature
School boards

Education for Canadian Indians

What steps can be taken to improve the educational opportunities for Canadian Indians residing in the province?

117. Negotiate with the Federal Government, the transfer of all federal schools on Indian reserves to school boards, where the membership in the Indian community agrees to this transfer, the continuing costs of this program to remain a federal responsibility.

Legislature
Federal Government
School boards

118. Enact legislation which would permit Indians to be elected to school boards, where schools on Indian reserves have been transferred to the jurisdiction of a school board.

Legislature
Federal Government
School boards

119. Where an Indian community wishes its school to remain a full federal responsibility, offer that community the option of local school board services, the cost of such services be a federal responsibility.

Federal Government
Provincial Government
School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

How can a more effective awareness of the Indian, his culture and his contribution to our society be developed in the learning materials used in the schools?

120. Implement a nomadic educational service for nomadic groups of Indians.

Department of Education

121. Undertake a major research project to inquire into the question of education of Indians in the province.

Ontario Institute for
Studies in Education

122. Design, as part of the teacher education program, courses devoted to the education of Indians.

Faculties of Education

123. Encourage at least one Ontario university to establish an Institute for Canadian Indian Studies.

Universities
Department of University
Affairs

124. Review the presentation of the history of the Indian in learning materials now in use and establish a publications policy which will lead to the creation of a realistic picture of early Indian life and the contribution of his cultural heritage.

Department of Education
Materials Advisory
Committee

Remote Area Education

What measures can be undertaken to attract a greater number of teachers to service in remote northern areas?

125. Include as conditions of employment for Northern Corps teachers, provisions designed to equate as far as possible the working conditions of such teachers with those in southern areas of the province. Among such provisions should be:

Department of Education
School boards

a) competitive and attractive salaries and allowances to compensate for cost differentials;

b) leave of absence provisions to provide for

i) regular vacation periods with transportation for the personnel and their families paid to and from a predetermined home base;

ii) compassionate leave for personnel in cases of serious illness in the family, and payment of transportation to and from the nearest centre in the south for personnel and/or their families in the case of serious illness or death among their nearest relatives in the south;

iii) educational leave to facilitate continuing education and self-improvement;

c) financial aid toward the education and maintenance of children where service in the north entails separation from their parents;

d) suitable housing accommodation.

126. Permit teachers from southern jurisdictions to be released for service in remote areas without loss of seniority or loss of remuneration upon their return.

School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

What can be done to meet the need for highly qualified personnel in special education?

127. Provide incentives that will encourage northern students to qualify as teachers and return to practise in their communities.

School boards

128. Form specialist teams (teacher, social worker, psychometrist, psychologist) for service in rural and remote northern areas.

Department of Education
School boards

Teacher Preparation

129. Provide immediately, course options in special education in the facilities of education which would permit selected applicants to achieve regular certification and special education certification concurrent with graduation as is now done, for example, in the fields of music and French.

Faculties of Education

130. Update the course offerings in special education to provide more meaningful experiences.

Department of Education

131. In all professional development courses now conducted by the Department of Education, include the consideration of the needs of exceptional children.

Department of Education
Teachers' Association

132. Grant certification in special education, valid in Ontario, for courses taken at accredited institutions outside the province.

Department of Education
Teachers' Association

133. Recognize the many methods available for teaching blind and deaf children by accrediting the variety of professional education courses available to teachers nationally and internationally.

Department of Education
Teachers' Association

134. Send personnel, supported by complete bursaries, to study in various parts of the world where courses provide new insights in the teaching of handicapped children.

Department of Education
Teachers' Association
Trustees' Association

135. Introduce course options at the pre-service and post-graduate levels which will lead to specialization in particular areas of special education, including education of the trainable retarded.

Department of Education

136. Sponsor and host a conference on education for the deaf, for the purpose of examining the current philosophy, problems, techniques, and devices related to this field of education.

Department of Education
Ontario Institute for
Studies in Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

THE WORLD OF TEACHING

Professional Organization

What steps can be taken to encourage the development of teaching as a profession?

137. Enact a Teaching Profession Act which will make teaching a self-governing profession with powers to license and to discipline its members, these powers to be exercised through an organization to be known as the College of Teachers of Ontario.

Legislature

138. Consolidate all teachers' organizations into one association to be known, for the purpose of this Report, as the Ontario Teachers' Association.

Legislature
Teachers' Association

139. Permit the proposed association to recognize sub-sections which would reflect particular interests of special groups of teachers, but place all major policy formation and basic membership in the association at large.

Legislature
Teachers' Association

140. Make the validity of the teacher's licence contingent upon a demonstrated record of professional development to be reassessed at intervals.

College of Teachers

141. Determine the fees for membership in the Teachers' Association as a percentage of annual salary, with the same principle and percentage applying to all members, regardless of position.

Legislature
Teachers' Association

142. Recognize for basic certification many and varied teacher education programs.

Faculties of Education

143. Establish a personnel policy which will clearly recognize equal rights of both women and men aspiring to positions of leadership in education.

Department of Education
School boards
Teachers' Association

Pre-service Teacher Education

What steps should be taken immediately to improve pre-service teacher education?

144. Implement with all possible speed the basic recommendations of the Report of the Minister's Committee on the Training of Elementary School Teachers:
a) that teacher education be conducted within the university;
b) that the program be of four years' duration leading to the baccalaureate degree and certification; and
c) that teachers for all levels of schooling be educated within any one university.

Minister of Education

145. Give priority to the establishment of the Implementation Committee, as described in the Report of the Minister's Committee on the Training of Elementary School Teachers.

Minister of Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

146. Establish a target date of 1972 when all candidates for teaching must either have a university degree or become enrolled in a degree program.

Minister of Education

147. At this particular time, recognize the values which lie within both the concurrent and consecutive paths of teacher education.

Universities
Department of Education

148. Recognize for basic certification the graduates of the Faculty of Education of the University of Ottawa.

Department of Education
Teachers' Association

149. Establish an Advisory Board on Teacher Certification made up of representatives from the teachers' colleges and colleges of education and the teaching profession, to review the present processes of teacher certification; the proliferation of certificates presently in vogue, and related matters; the Board to serve as an interim body pending the formation of the College of Teachers and the Teachers' Association.

Department of Education
Teachers' Association

Recruitment

How can young people of the highest capabilities be encouraged to enter the teaching profession?

150. Use all forms of communications media to describe clearly teaching in Ontario.

Teachers' Association
Department of Education
Faculties of Education
Trustees' Association

151. Assign to individual colleges now in existence the responsibility to decide whether or not selection committees should be established, and what the personnel and policies of such committees should be.

Department of Education

152. Permit students to enrol in the college of their choice regardless of their place of residence.

Department of Education

153. Review and redesign the process of accreditation for certification received outside Ontario.

Department of Education
College of Teachers

154. Provide grants-in-aid for teachers new to Ontario who may require further training and/or language instruction in order to qualify them for certification in Ontario.

Department of Education

155. Provide full university grants-in-aid for university graduates enrolled in consecutive teacher education programs.

Faculties of Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

Teacher Education Programs

In keeping with the learning program proposed by this Committee, how can the curriculum be developed in the faculties of education?

156. Allow each faculty to develop its curriculum and its operations freely.

Department of Education
Faculties of Education

157. Focus upon the processes of learning rather than upon the acquisition of a methodology of teaching.

Faculties of Education

158. Include professional and academic studies which will stress child development and psychology.

Faculties of Education

159. Employ, within the faculties, methods such as co-operative teaching, programmed instruction, field trips, group research, etc., in order to stimulate the student to accept them as a regular part of teaching practice.

Faculties of Education

160. Review and redesign the pre-paratory stages which would qualify every teacher as a counsellor.

Department of Education
Faculties of Education

161. Design the program for supervising practice teaching so that the practice teacher becomes an associate teacher of the faculty of education, sharing the responsibility for co-operative planning with staff members of the faculty, and receiving remuneration commensurate with that responsibility.

Faculties of Education

162. Increase the amount of time provided for practice teaching.

Faculties of Education

163. Allow interested pre-service teachers to practise in special education settings and in such unique environments as audio-visual centres, school libraries, and outdoor education centres.

Faculties of Education

164. Appoint to faculties of education personnel who may hold joint appointments with school boards and the faculties.

Faculties of Education
School boards

165. Issue one basic teaching certificate to all graduates of faculties of education which will be a certificate of entitlement to practise as a teacher.

Faculties of Education

166. Endorse the basic teaching certificate to show the particular specialization achieved by the student-teacher in the faculty.

Faculties of Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

Interim Measures in Teacher Education

What interim measures should be taken by the Professional Development Section of the Department of Education, pending the implementation of Recommendation 181 below?

167. Evaluate and revitalize professional development programs to provide extension of the range of offerings, increased funding, the best available teachers, and the distribution of courses across the province.

Department of Education

168. Continue to encourage school boards to undertake the design, organization, and management of professional development courses.

Department of Education

169. Distribute the full range of professional development courses among a number of centres across the province, varying the courses offered at each centre from year to year.

Department of Education

Professional Practice

What can be done to help teachers devote more time to professional practice?

170. Employ school assistants and other para-professionals throughout school jurisdictions in order to release teachers for increased preparation, long-term planning, and pupil counselling, and free them from non-professional tasks such as the recording of attendance, etc.

School boards

171. Develop training programs for school assistants, school secretaries, audio-visual technicians, school library assistants, etc.

School boards
Department of Education
Colleges of Applied
Arts and Technology
Teachers' Association

172. Enable teachers to have some share in policy-making.

School boards
Teachers' Association

Professional Remuneration

How can professional contributions be better recognized?

173. Devise salary policies which will recognize the range of capabilities demonstrated by teachers and which will encourage outstanding teachers to remain in the classroom.

School boards
Teachers' Association
Trustees' Association

174. Ensure that salaries offered to beginning teachers are competitive with those offered in other professions with similar kinds of responsibility.

School boards

175. Establish in each jurisdiction a single salary schedule which will reflect the continuum of the educational process and the qualifications of teachers, regardless of the teacher's location at any particular level of education.

School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

176. Eliminate immediately the disparity between the colleges of education and the present teachers' colleges in matters of teaching load, equipment, salaries of staff, and the payment of associate teachers.

Department of Education

Professional Development

How can provision be made by various authorities to ensure the continuous professional growth of teachers?

177. Create realistic educational-leave plans within each school jurisdiction which will include educational travel programs, as well as formal educational programs.

School boards

178. Stimulate the professional growth of teachers by encouraging them to attend conferences and short courses without loss of salary, sick leave, etc.

School boards

179. Expand the system of fellowships for teachers to include study in other provinces and countries.

Department of Education

180. Encourage the establishment of graduate programs in education in faculties of education as soon as resources permit.

Faculties of Education
Universities

181. Create professional development courses under the jurisdiction of the faculties of education in co-operation with the Ontario Teachers' Association.

Department of Education
Teachers' Association
Faculties of Education

ORGANIZING FOR LEARNING

Departmental Organization

How can the Department of Education be organized in order to fulfil the responsibility implied for it in this Report?

182. Reorganize the Department of Education into flexible components, such as Planning, Development and Research, Legislation, and School Systems Analysis, and support this basic structure by services such as communications, accounting, statistics, data processing, school design, and management consultation as outlined in this Report.

Minister of Education

183. Encourage the continuing development of inter-departmental co-operation and liaison by those governmental agencies which have a responsibility for children, such as the Departments of Education, Health, Reform Institutions, Attorney-General, Social and Family Services, Labour, and others.

Legislature
Departments of
Government

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

	184. Strengthen the communication and involvement of education in Ontario with the educational activities of national and international jurisdictions.	Department of Education
	185. Establish a competitive salary policy which will enable the Department of Education to recruit staff of high ability.	Department of Education
	186. Provide enriched professional development programs for the Department of Education staff, which will include educational leave for short and extended periods, increased library and information retrieval services, and opportunities to return to teaching and administration in the field.	Minister of Education Department of Education
	187. As new units of administration emerge, provide a systems analysis service for school boards, designed to assist local authorities in analyzing educational quality and effectiveness, to encourage innovative practice, to foster experimentation, and to develop long-term plans consistent with local, provincial, and national needs.	Department of Education
How can the Department of Education be more sensitive to the needs of children and the demands of the curriculum?	188. Broaden the development of a provincial policy in curriculum through provincial committees made up of knowledgeable and representative teachers, parents, supervisors, researchers, and generalist educators.	Department of Education
	189. Attract personnel to the Department of Education to carry out various curriculum responsibilities for short periods of tenure, in order to ensure maintenance of direct and continuing contact with children in schools.	Department of Education
	190. Reduce to essentials the statistical data and other report detail now required from schools, school boards, principals, and teachers.	Department of Education
School Board Administration		
How can sound patterns of educational administration be developed within a particular school jurisdiction?	191. Prescribe the school year as 200 days, and permit school boards to organize their school year within this prescription, according to local needs.	Department of Education
	192. Appoint to senior administrative positions school leaders who are qualified educators but whose appointments are not dependent upon a background in a specific field.	School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

193. Designate the superintendent of education as the chief executive officer and secretary of the board.

Legislature
School boards

194. Free the superintendent of education from administrative detail and allow him to function as an advisor on policy, as a counsellor on current and developing educational philosophy, and as a chief education officer as well as a chief executive officer.

School boards

195. Create a policy which will permit the superintendent of education to engage regularly in professional development programs of personal study.

School boards

196. Concentrate upon the development of school board procedures which will underline the board's major responsibility in the domains of policy, leaving implementation to school staffs and officials.

School boards

197. Investigate various methods of budgeting for specific programs now in use, with a view to relating school financing more meaningfully to the goals of the school system.

School boards

198. In the application of administrative policies at the local level, employ principles of decentralization which will allow groups of schools and individual schools to respond uniquely and responsibly to the needs of teachers and students in the schools.

School boards

199. Establish communication patterns within each school community and stress counselling and other school-parent relationships described in this Report.

School boards
School staffs

Supervisory Responsibilities

What is the school board's responsibility with regard to professional leadership and quality teaching?

200. Create a policy for line supervisory officers, such as consultants and supervisors, which will return these officers periodically to teaching without financial loss, so that they may have direct contact with pupils.

School boards

201. Encourage supervisors to participate in professional development programs which will include such areas as the nature of modern organizations, educational philosophy, training in human relations, communications, and child development.

School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

202. Expand professional development courses designed for those who wish to prepare themselves for administrative and supervisory positions.

Faculties of Education
School boards

203. Exercise responsible judgment and determination, in co-operation with the College of Teachers, in removing from teaching those whose practice is consistently detrimental to the educational welfare of children.

School boards
College of Teachers

204. Expand training programs for school business officials at the university level.

Faculties of Education

205. Recognize, for licensing purposes, various training and education programs which will lead to the professional development of school business officials.

Department of Education
Association of School
Business Officials

School Organization

What principles of organization within the school should be encouraged to permit the free development of the curriculum?

206. Stress the principle of flexibility so that the curriculum embraces a variety of patterns, such as individual study, laboratory and field experiences, large and small group activities, and regular class sessions.

School staffs

207. Design the curriculum and the organization of the school to meet the abilities and needs of the individual student, so that transfers within a school, or to another school or school system, will not interrupt the student's continuous progress.

School boards

208. Place special emphasis upon flexibility in timetables and programs of large schools.

School staffs

Role of the Principal

How can the role of the principal be developed in keeping with the spirit of this Report?

209. Develop the principalship to the point where the principal is free from administrative detail and is encouraged to function as a consultant, advisor, co-ordinator, and counsellor for all elements of his school.

School boards

210. Encourage the principal to contribute to the development of school board policy and to serve as an educator in the broadest philosophic sense.

School boards

<u>THE PROBLEM</u>	<u>THE RECOMMENDED SOLUTION</u>	<u>FOR ACTION BY</u>
	211. Provide learning opportunities for the principal which will take him to other schools and systems, and to other community agencies.	School boards
	Community Liaison	
How can the school extend the use of its facilities by the community?	212. Develop a policy that will permit the responsible use of school facilities by recreational personnel after regular school hours.	School boards Municipal councils
	213. Effect a liaison with all other educational agencies in the jurisdiction, which will result in a more complete service for community education.	School boards
	214. Give to school boards the right to appoint representatives to the municipal and area planning boards within their jurisdictions and to establish liaison with the Community Planning Branch of the Department of Municipal Affairs, where no planning board exists.	Legislature
	Parental Involvement	
Within large units of administration, how can schools remain sensitive to the interests of parents?	215. Enlist the voluntary help of Home and School and Parent-Teacher Associations, and other members of the community for school and out-of-school activities.	School staffs
	216. Permit the establishment of a parents' school committee in each school district, the purpose of which would be to assist the school staff in interpreting the school to the community, and to aid in keeping school staffs and trustees aware of the needs of the community.	School boards
	217. Develop communication programs to give parents and ratepayers a clear understanding of the schools and their programs.	School boards
	218. Provide short courses for parents and others on child development as related to schooling.	Department of Education School boards
	219. Publish, and distribute widely, information about the child and his school.	Department of Education School boards
	Public Involvement	
How can a maximum degree of public interest and involvement in education be maintained in the province?	220. Enact legislation to create a non-political Advisory Council of Education, representative of public and professional interest, as described in the body of this Report.	Legislature

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

How can the rights of the individual be better understood and protected within the growing complexity of educational organizations?

221. Appoint an ombudsman in education as an independent public officer to serve all levels of education in matters of individual dispute and individual problems, so that equality of opportunity will be a reality.

Legislature

School Design

How can school building design be more sensitive to local conditions and new needs?

222. Develop school designs that make possible the rapid and economical expansion or reduction of school facilities.

Department of Education

223. Involve school staffs in new school planning.

School boards

224. Expand the scope of the approval structure for legislative grant purposes to include all buildings and other accommodation units determined by a school board to be necessary for the development of their program of education.

Department of Education

Educational Research

What approach should be developed to meet the growing needs of educational research?

225. Allocate funds and personnel for action research as a regular part of the budget design.

School boards

226. Increase the development of all types of research in education through the co-operative involvement of Faculties of Education, school boards, the Department of Education, and the Ontario Institute for Studies in Education.

Ontario Institute for
Studies in Education
Faculties of Education
Department of Education
School boards
Ontario Educational
Research Council

What research role should emerge for the Ontario Institute for Studies in Education?

227. Refrain from any direct involvement with the implementation, in the schools, of research for curriculum programming.

Legislature
Ontario Institute for
Studies in Education

228. Act as an agent for the collection and dissemination of research.

Ontario Institute for
Studies in Education

229. Establish a standing committee representative of the Department of Education and the Ontario Institute for Studies in Education which will create a continuing communications link between both bodies, and which will lead to greater co-operation and co-ordination.

Minister of Education

230. In the field of testing, concentrate upon research and refrain from serving as a testing agency for the Provincial school system.

Ontario Institute for
Studies in Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

231. Negotiate with the National Office of Health, Education and Welfare, U.S.A., for the establishment of a computer liaison with the Research and Development Laboratories in that country.

Ontario Institute for
Studies in Education

Computer Use

What should be done to ensure the optimum use of computer services to meet the needs of teaching, research, and administration throughout the province?

232. Initiate an immediate study in depth to assess the capability of present computer facilities, with a view to establishing a co-ordinated computer service which will meet local and regional needs across the province.

Minister of Education

Educational Television

What action should be taken to ensure the best possible use of educational television in Ontario?

233. Appoint a provincial ETV council independent of the Department of Education, composed of Departmental officials, teachers, trustees, and representatives of regional ETV authorities, universities, Colleges of Applied Arts and Technology, and adult educational groups, to establish guidelines for policy at all levels of ETV; to encourage regional programming; to assist in developing regional ETV authorities; to provide production facilities; to recommend grants for production by the ETV branch and regional authorities; to co-ordinate all ETV activities; to develop the competence of personnel in ETV; and to encourage and direct research and evaluation of ETV.

Minister of Education

234. Ensure that the use of educational television does not contribute to the regimentation of timetables or content of the learning program.

Department of Education
Provincial ETV Council

235. Encourage the development of regional, county, and local ETV agencies by providing grants and assigning personnel for an interim period.

Provincial ETV Council
Department of Education

236. Provide grants and leadership to encourage production by, and permit control of, local program schedules by regional, county, and local ETV authorities.

Provincial ETV Council
Department of Education

237. Continue to provide a Provincial service, with programs of general curriculum interest that will be available for use throughout the province, and produce and transmit special programs for areas where regional authorities do not develop.

Department of Education

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

238. Encourage close liaison in programming between local ETV authorities, the Department of Education, and the proposed Provincial ETV council, to ensure co-ordination of production and transmission and to avoid duplication of expensive services.	Provincial ETV Council Department of Education Local ETV authorities
239. Define education as it applies to television at the school and adult levels.	Minister of Education Council of Ministers of Education
240. Adopt a policy of implementation, based on careful planning, that is sufficiently flexible to allow the introduction of new devices and materials as they become available.	Department of Education Provincial ETV Council
241. Continue to co-operate with the Canadian Broadcasting Corporation in producing a limited number of high-quality programs of interprovincial and national interest.	Department of Education
242. Encourage and direct research in program content, production methods, and utilization of ETV, and to report findings to the teaching profession.	Provincial ETV Council Department of Education Ontario Institute for Studies in Education
243. Continue to emphasize the growing importance of educational television at school and adult levels, so that the best available channels in the VHF and UHF bands be allocated to this purpose.	Minister of Education
244. Include educational television facilities in all teacher education institutions, to be used to support both the instructional and the practice-teaching programs.	Faculties of Education
245. Encourage all production agencies to involve teachers to the maximum in the planning, writing, and production of programs, and their evaluation.	Provincial ETV Council Department of Education
246. Encourage the production of programs related to local curriculum needs.	Provincial ETV Council Department of Education All ETV authorities
247. Provide workshops to acquaint teachers with planning and utilization procedures.	Provincial ETV Council Department of Education All ETV authorities Teachers' Association
248. Provide detailed teachers' notes for all programs, and provide schedules integrating the various schedules of the several production agencies.	All ETV authorities
249. Encourage, by the provision of grants, the development of taping facilities in local areas and in individual schools, so that programs may be used when required.	Provincial ETV Council Department of Education School boards

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

What organizational considerations should be resolved in order to accommodate the principles enunciated throughout the Report with regard to separate schools?

250. Encourage local ETV authorities or school audio-visual centres, to build up a library of taped programs, through purchase and central and local taping.

Provincial ETV Council
Department of Education
School boards

251. Encourage the production of programs that generate inquiry and discussion rather than programs that merely provide information.

Provincial ETV Council
All ETV authorities

Separate Schools

252. Enact legislation which will form separate school boards into larger units of administration for separate school purposes, with boundaries coterminous with those of county and district boards of education.

Legislature

253. In the implementation of the proposed plan for larger units of administration for education in Ontario, find some arrangement, acceptable to all, which will bring the two tax-supported systems into administrative co-operation, preserving what is considered by the separate school supporters as essential to their system, and at the same time making possible a great deal of co-operation and sharing of special services, avoiding duplication in many areas and services, and bringing to an end a controversy that has burdened the administration of education in Ontario since Confederation.

Minister of Education

254. Develop patterns of co-operation between separate school boards and boards of education in the areas of transportation, school sites, health services, counselling services, computer services, in-service education, special education and joint projects, where such co-operation will reduce costs and organizational impediments to equality of opportunity.

School boards

Private Schools

Recognizing the implications of this Report, what consideration should be given to children in Ontario's private schools?

255. Establish a select Committee of the Legislature to study in depth the position of private schools in Ontario, giving prime attention to the issues raised in this Report.

Legislature

Financial Responsibility

What financial considerations should be resolved in order to ensure quality education, with equality of opportunity?

256. As an initial step toward providing equality of educational opportunity to all Ontario students, provide one year free of tuition fees in all public institutions of higher learning beyond the proposed K-12 program.

Minister of Education
Minister of University
Affairs
Institutions of higher
learning

THE PROBLEMTHE RECOMMENDED SOLUTIONFOR ACTION BY

257. Give urgent and immediate attention to a search for new ways of finance that will eliminate the residential property tax as a source of support for education and ensure quality and equality without loss to local prerogative.

Minister of Education

258. Seek, through the Council of Ministers of Education, means whereby Federal monies can be distributed to the provinces for educational purposes, without infringing upon their rights in matters of education.

Minister of Education

